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ABSTRACT

The Malcolm Baldrige National Quality Award (MBNQA) was created in 1987 to foster the success of the Baldrige National Quality Program. The award program, sponsored by the United States Department of Education, is a public-private partnership dedicated to improving national competitiveness. The National Institute of Standards and Technology (NIST), an agency of the Department's Technology Administration, manages the Baldrige Program. In 1998, the U.S. President and Congress approved legislation that made education and health care organizations eligible to participate in the award program. This paper offers a case study of the fictitious Coyote Community College. This case study is used in the NBMQA Examiner Preparation Course. Case study materials are also used by state and local award programs across the United States, and in the internal awards programs of many institutions. This study includes the fictitious college's mission, vision, and values, as well as tables and figures that present student demographics, operating structure, curriculum design, action plans, and performance results. The case study and information regarding self-assessment, award criteria, the application process, and award winners are available on the NIST Web site at http://www.quality.nist.gov. (NB)

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ED 464 669

Coyote Community College Case Study

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G. James

Malcolm Baldrige National Quality Award

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The Foundation for the Malcolm Baldrige National Quality Award

The Foundation for the Malcolm Baldrige National Quality Award was created to provide the private sector a means of accomplishing the following Award objectives: raise sufficient funds to establish an endowment which, when supplemented by fees from Award applicants, would permanently fund the Program; oversee the investment of endowment funds; review Program accomplishments; disburse required funds to the National Institute of Standards and Technology (NIST); and review the plan and approve associated funds requirements for subsequent years to ensure a successful Award program.

In 1998, the President and U.S. Congress approved legislation that made education and health care organizations eligible to participate in the Award Program. The Foundation is currently securing funds to sustain this part of the Award program, as it did successfully with the creation of the Baldrige Award in 1987.

Leaders of prominent organizations have been selected to serve as Foundation Trustees to ensure that the Foundation's objectives of supporting the Award process are accomplished. In addition, a broad cross-section of organizations from throughout the United States provide financial support to the Foundation. The list below includes the Foundation's Officers, Directors, Trustees, Founders, and Contributors.

For information regarding the Baldrige Foundation, please contact Bob Grimaila of Union Pacific (grimaila@up.com), Mike Adams, Secretary of the Foundation (miadams@microsoft.com), (425) 704-3383; or visit The Foundation for the Malcolm Baldrige Quality Award Inc. website.

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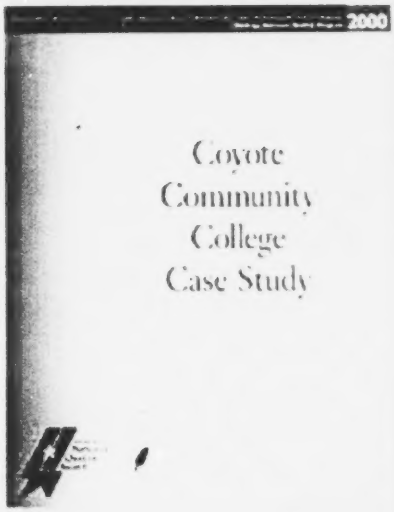

Coyote Community College Case Study Packet 2000

PDF Version- 2000 Coyote Case Study
PDF Version- 2000 Blank Scorebook
PDF Version- 2000 Coyote Executive Summary
PDF Version- 2000 Coyote Feedback Report
PDF Version- 2000 Coyote Scorebook
PDF Version- 2000 Examiner Handbook

Education Criteria for Performance Excellence

Paper copies can be purchased for a fee from ASQ, the American Society for Quality. ASQ contact information is as follows:

American Society for Quality
611 East Wisconsin Avenue
P.O. Box 3005
Milwaukee, WI 53201-3005
Telephone: (800) 248-1946;
Fax: (414) 272-1734;
E-mail: asq@asq.org
Web Address: http://www.asq.org

A Baldrige case study packet is composed of the tools used to train Baldrige Examiners and of the Examiners' working documents in the evaluation process. As such, it demonstrates the Baldrige Award application and evaluation processes and provides insight into and understanding of the Criteria upon which evaluations are based. The case study packet is an especially useful tool including information relating to scoring, Criteria responses, examination processes, and site visit procedures, as well as illustrating the format for an application.

In addition to their use by Examiners and applicants, case study materials are used by state and local award programs across the United States and in the internal award programs of many organizations. Countries around the world have also used the documents in the creation of their Baldrige-based award programs. Self-assessment and self-improvement uses of the case study packet are limitless, and outreach efforts of the Baldrige community are strengthened by use of the materials in this packet.

The individual documents contained in the case study packet are further described in the Executive Summary.

You need to have Acrobat Reader installed on your computer to view the PDF file. If you do not have Acrobat Reader installed on your computer, click on the Acrobat icon below and download the program. People with visual disabilities can download tools and information at http://access.adobe.com to help make Adobe PDF files accessible.

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BNQP Website comments:
nqp@nist.gov

Date created: 7/29/2001
Last updated: 9/19/2001

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Baldrige National Quality Program

National Institute of Standards and Technology • Technology Administration • Department of Commerce

To: U.S. Education Community

From: Harry S. Hertz, Director
Baldrige National Quality Program

Subject: The Baldrige Challenge

In today's environment, the Baldrige Education Criteria help organizations respond to the diverse needs of students, the need for enhanced curriculum and education delivery methods, changing regulatory requirements, demanding accreditation requirements, and the growing role of the Internet. Whether your organization is small or large, is involved in PreK–12 or higher education, or has one facility or multiple sites, the Baldrige Education Criteria provide a valuable framework that can help you plan in an uncertain environment. Use the Criteria to assess performance on a wide range of key indicators: student learning, student and stakeholder satisfaction, education design and delivery, financial, faculty and staff development and well-being, and operational. The Criteria can help you align resources; improve communication, productivity, and effectiveness; and achieve strategic goals.

How do you begin that first Baldrige assessment? Take a few minutes and scan the questions in the Organizational Profile on pages 12–13. Your first Baldrige assessment might be as simple as a discussion of the answers to these questions. For additional guidance, refer to our free booklet, *Getting Started with the Baldrige National Quality Program Criteria for Performance Excellence: A Guide to Self-Assessment and Action.*

If you are ready to take the full Baldrige challenge, you can perform a self-assessment as an internal improvement effort, or you can use your self-assessment as the basis for an Award application. Assessment against all seven Categories of the Education Criteria (see pages 14–32) allows you to identify strengths and to target opportunities for improving your processes and results. In the most competitive business sectors, organizations with world-class business results are able to achieve a score above 600 on the 1,000-point Baldrige scale. Organizations early in their performance improvement journey frequently score around 200 points.

Do you believe you have been making progress, but want to accelerate or better focus your efforts? Try using our simple questionnaire, *Are We Making Progress?* This questionnaire, to be released early in 2002, addresses topics important to your faculty and staff and is organized according to the seven Baldrige Criteria Categories. It will help you check your progress toward meeting your organizational goals and will improve communication among your faculty, staff, and leadership team.

Even if you don't expect to win the Baldrige Award, submitting an Award application has valuable benefits. Every applicant receives a detailed feedback report based on an independent, external assessment conducted by a panel of specially trained and recognized experts.

The Criteria are in your hands . . . so is an incredible opportunity. Why not take the challenge? Regardless of your organization's past success, when you turn these pages, you turn the corner toward performance excellence. If you want more information, contact me at nqp@nist.gov.

Need some useful tools to meet the Baldrige Challenge? Try using

- *Getting Started with the Baldrige National Quality Program*
- *E-Baldrige Self-Assessment and Action Planning*, found on our Web site at www.quality.nist.gov
- *Are We Making Progress?*

Contact the Baldrige National Quality Program for these and other educational materials.

Baldrige National Quality Program • NIST • Administration Building, Room A600 • 100 Bureau Drive, Stop 1020 • Gaithersburg, MD 20899-1020
Telephone (301) 975-2036 • Fax (301) 948-3716 • E-mail: nqp@nist.gov • Web site: www.quality.nist.gov

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A Public-Private Partnership

Building active partnerships in the private sector—and between the private sector and all levels of government—is fundamental to the success of the Baldrige National Quality Program in improving national competitiveness. Private-sector support for the Program in the form of funds, volunteer efforts, and participation in information transfer continues to grow.

To ensure the continued growth and success of these partnerships, each of the following organizations plays an important role.

Foundation for the Malcolm Baldrige National Quality Award

The Foundation for the Malcolm Baldrige National Quality Award was created to foster the success of the Program. The Foundation's main objective is to raise funds to permanently endow the Award Program.

Prominent leaders from U.S. organizations serve as Foundation Trustees to ensure that the Foundation's objectives are accomplished. A broad cross section of organizations throughout the United States provides financial support to the Foundation.

National Institute of Standards and Technology

The U.S. Department of Commerce is responsible for the Baldrige National Quality Program and the Award. The National Institute of Standards and Technology (NIST), an agency of the Department's Technology Administration, manages the Baldrige Program. NIST promotes U.S. economic growth by working with industry to develop and deliver the high-quality measurement tools, data, and services necessary for the nation's technology infrastructure. NIST also participates in a unique, government–private-sector partnership to accelerate the development of high-risk technologies that promise significant commercial and economic benefits. Through a network of technology extension centers and field offices serving all 50 states and Puerto Rico, NIST helps small- and medium-sized businesses access the information and expertise they need to improve their competitiveness in the global marketplace.

American Society for Quality

The American Society for Quality (ASQ) assists in administering the Award Program under contract to NIST. ASQ is dedicated to the ongoing development, advancement, and promotion of quality concepts, principles, and techniques. ASQ strives to be the world's recognized champion and leading authority on all issues related to quality. ASQ recognizes that continuous quality improvement will help the favorable positioning of American goods and services in the international marketplace.

Board of Overseers

The Board of Overseers advises the Department of Commerce on the Baldrige National Quality Program. The board is appointed by the Secretary of Commerce and consists of distinguished leaders from all sectors of the U.S. economy.

The Board of Overseers evaluates all aspects of the Program, including the adequacy of the Criteria and processes for determining Award recipients. An important part of the board's responsibility is to assess how well the Program is serving the national interest. Accordingly, the board makes recommendations to the Secretary of Commerce and to the Director of NIST regarding changes and improvements in the Program.

Board of Examiners

The Board of Examiners evaluates Award applications and prepares feedback reports. The Panel of Judges, part of the Board of Examiners, makes Award recommendations to the Director of NIST. The board consists of leading U.S. business, education, and health care experts. NIST selects members through a competitive application process. For 2002, the board consists of about 400 members. Of these, 9 (who are appointed by the Secretary of Commerce) serve as Judges, and approximately 60 serve as Senior Examiners. The remainder serve as Examiners. All members of the board must take part in an Examiner preparation course.

In addition to reviewing applications, board members play a significant role in sharing information about the Baldrige Program. Their membership in hundreds of professional, trade, community, and state organizations helps them disseminate this information.

Award Recipients

Award recipients are required to share information on their successful performance and quality strategies with other U.S. organizations. However, recipients are not required to share proprietary information, even if such information was part of their Award application. The principal mechanism for sharing information is the annual Quest for Excellence Conference.

Award recipients in the 14 years of the Award have been extremely generous in their commitment to improving U.S. competitiveness and furthering the U.S. pursuit of performance excellence. They have shared information with hundreds of thousands of companies, education institutions, health care organizations, government agencies, and others. This sharing far exceeds expectations and Program requirements. Award recipients' efforts have encouraged many other organizations in all sectors of the U.S. economy to undertake their own performance improvement efforts.

KEY CHARACTERISTICS OF THE EDUCATION CRITERIA

1. The Education Criteria focus on organizational performance results.

The Education Criteria focus on the key areas of organizational performance, given below.

Organizational performance areas:

(1) student learning results

(2) student- and stakeholder-focused results

(3) budgetary, financial, and market results

(4) faculty and staff results

(5) organizational effectiveness results

The use of this composite of indicators is intended to ensure that strategies are balanced—that they do not inappropriately trade off among important stakeholders, objectives, or short- and longer-term goals.

2. The Criteria are nonprescriptive and adaptable.

The Criteria are made up of results-oriented requirements. However, the Criteria do not prescribe

- that your organization should or should not have departments for quality, planning, or other functions;
- how your organization should be structured; or
- that different units in your organization should be managed in the same way.

These factors differ among organizations, and they are likely to change as needs and strategies evolve.

The Criteria are nonprescriptive for the following reasons:

(1) The focus is on results, not on procedures, tools, or organizational structure. Organizations are encouraged to develop and demonstrate creative, adaptive, and flexible approaches for meeting basic requirements. Nonprescriptive requirements are intended to foster incremental and major ("breakthrough") improvements, as well as basic change.

(2) Selection of tools, techniques, systems, and organizational structure usually depends on factors such as organization type and size, your organization's stage of development, and faculty and staff capabilities and responsibilities.

(3) Focus on common requirements, rather than on common procedures, fosters better understanding, communication, sharing, and alignment, while supporting innovation and diversity in approaches.

3. The Criteria support a systems perspective to maintaining organization-wide goal alignment.

The systems perspective to goal alignment is embedded in the integrated structure of the Core Values and Concepts, the Organizational Profile, the Criteria, and the results-oriented, cause-effect linkages among the Criteria Items.

Alignment in the Criteria is built around connecting and reinforcing measures derived from your organization's processes and strategy. These measures tie directly to student and stakeholder value and to overall performance. The use of measures thus channels different activities in consistent directions with less need for detailed procedures, centralized decision making, or process management. Measures thereby serve both as a communications tool and a basis for deploying consistent overall performance requirements. Such alignment ensures consistency of purpose while also supporting agility, innovation, and decentralized decision making.

A systems perspective to goal alignment, particularly when strategy and goals change over time, requires dynamic linkages among Criteria Items. In the Criteria, action-oriented cycles of learning take place via feedback between processes and results.

The learning cycles have four, clearly defined stages:

(1) planning, including design of processes, selection of measures, and deployment of requirements

(2) execution of plans

(3) assessment of progress, taking into account internal and external results

(4) revision of plans based upon assessment findings, learning, new inputs, and new requirements

4. The Criteria support goal-based diagnosis.

The Criteria and the Scoring Guidelines make up a two-part diagnostic (assessment) system. The Criteria are a set of 19 performance-oriented requirements. The Scoring Guidelines spell out the assessment dimensions—Approach, Deployment, and Results—and the key factors used to assess each dimension. An assessment thus provides a profile of strengths and opportunities for improvement relative to the 19 basic requirements. In this way, assessment leads to actions that contribute to performance improvement in all areas, as described in the shaded box above. This diagnostic assessment is a useful management tool that goes beyond most performance reviews and is applicable to a wide range of strategies and management systems.

Integration of Key Education Themes

For the adaptation of the Business Criteria for Performance Excellence to education, several important education concepts have been given careful consideration and are addressed throughout the Education Criteria.

Mission Specificity

Although education organizations typically share common aims, individual organizational missions, roles, and programs vary greatly. Use of a single set of Criteria to cover all your organizational requirements means that these requirements need to be interpreted in terms of your own organizational mission. This is necessary because specific requirements and critical success factors differ from organization to organization. For this reason, effective use of the Criteria depends on putting these mission requirements into operation consistently across the seven Categories of the Criteria framework. In particular, Strategic Planning (Category 2) needs to address your key mission requirements, setting the stage for the interpretation of your other requirements. For example, results reported in Organizational Performance Results (Category 7) need to reflect results consistent with your organization's mission and strategic objectives.

The Education Criteria are most explicit in the area of student learning, as this requirement is common to all education organizations regardless of their larger missions. Despite this commonality, the focus of student learning and development depends on your organizational mission. For example, results reported by trade schools, engineering schools, and music schools would be expected to differ because they would reflect each organization's mission. Nevertheless, all three types of organizations would be expected to show year-to-year improvements in their mission-specific results to demonstrate the effectiveness of their performance improvement efforts.

Customers

The Business Criteria for Performance Excellence use the generic term "customers" to describe the users of products or services. Although market success depends heavily on user preference, other stakeholders must be considered as well when setting overall organizational requirements. In the Education Criteria, the focus is on students and stakeholders, the key beneficiaries of educational programs and services.

As do businesses, education organizations must respond to a variety of requirements—all of which should be incorporated into responses to the Education Criteria. The adaptation of the Business Criteria to education includes a specific approach for defining key student requirements. This approach distinguishes between students and stakeholders for purposes of clarity and emphasis. Stakeholders include parents, employers, other schools, and communities. The requirements for current students differ from those for future students. Requirements for current students are more concrete, specific, and immediate; determining requirements for future students is part of the organization's planning and should take into account changing student populations and changing requirements future students must be able to meet. A major challenge organizations face is "bridging" current student needs and the needs of future students. This requires an effective organizational learning/change strategy.

Education organizations must also address the variety of requirements of their various stakeholders. Stakeholders' requirements are of two types: (1) requirements directly related to your organization's educational services and (2) requirements of the stakeholders themselves. For example, parents might request services related to their children's educational program, such as integration of math and science curricula (type 1), and the parents might also request special meeting times with the school to accommodate their work schedules (type 2). Many of the needs of businesses and other stakeholders are actually needs that must be addressed in your organization's educational services for students. The Education Criteria place primary emphasis on such needs because your organization's success depends heavily on translating these needs into effective educational services and experiences. In addition, successful operation of an organization may depend on satisfying accreditation, environmental, legal, and other requirements. Thus, meaningful responses to the Criteria need to incorporate all relevant requirements that organizations must meet to be successful.

Concept of Excellence

The concept of excellence built into the Criteria is that of "value-added" demonstrated performance. Such performance has two manifestations: (1) year-to-year improvement in key measures/indicators of performance, especially student learning, and (2) demonstrated leadership in performance and performance improvement relative to comparable organizations and/or to appropriate benchmarks.

This concept of excellence is used because (1) it places the major focus on teaching/learning strategies; (2) it poses similar types of challenges for all organizations regardless of resources and/or incoming student preparation/abilities; (3) it is most likely to stimulate learning-related research and to offer a means to disseminate the results of such research; and (4) it offers the potential to create an expanding body of knowledge of successful teaching/learning practices in the widest range of organizations.

P Preface: Organizational Profile

The ***Organizational Profile*** is a snapshot of your organization, the key influences on how you operate, and the key challenges you face.

P.1 Organizational Description

Describe your organization's environment and your key relationships with students, stakeholders, suppliers, and other partners.

Within your response, include answers to the following questions:

a. Organizational Environment

(1) What are your organization's main educational programs and/or services? Include a description of how they are delivered to students.

(2) What is your organizational context/culture? Include your purpose, vision, mission, and values, as appropriate.

(3) What is your faculty and staff profile? Include education levels, workforce and job diversity, bargaining units, use of contract employees, and special safety requirements, as appropriate.

(4) What are your major technologies, equipment, and facilities?

(5) What is the legal/regulatory environment under which your organization operates? Include mandated standards, curricula, programs, and assessments; occupational health and safety regulations; accreditation requirements; and environmental and financial regulations. Also include district boundaries and service offering restrictions, as appropriate.

b. Organizational Relationships

(1) What are your key student and stakeholder groups and/or market segments? What are their key requirements for your programs and services? Include how these requirements differ among student and stakeholder groups and/or market segments, as appropriate.

(2) What are your key supplier and partnering relationships and communication mechanisms?

Notes:

N1. Student and stakeholder groups and market segment requirements (P.1b[1]) might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, and electronic communication.

N2. Communication mechanisms (P.1b[2]) should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

Item notes serve three purposes: (1) to clarify terms or requirements presented in Items, (2) to give instructions on responding to the Criteria Item requirements, and (3) to indicate key linkages to other Items. In all cases, the intent is to help you respond to the Item requirements.

For definitions of the following **key terms**, see pages 34–38: education delivery, how, mission, partnerships, purpose, student segments, values, and vision.

P.2 Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

a. Competitive Environment

(1) What is your competitive position? Include your relative size and growth in the education sector and the numbers and types of your competitors.

(2) What are the principal factors that determine your success relative to your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

b. Strategic Challenges

What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.

c. Performance Improvement System

How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes:

N1. Factors (P.2a[2]) might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

N2. Challenges (P.2b) might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

N3. Performance improvement (P.2c) is an assessment dimension used in the Scoring System to evaluate the maturity of organizational approaches and deployment (see pages 55–56). This question is intended to help you and the Baldrige Examiners set a context for your approach to performance improvement.

For definitions of the following **key terms**, see pages 37–38: strategic challenges and systematic.

Importance of Your Organizational Profile

Your Organizational Profile is critically important because

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and results;
- it is used by the Examiners and Judges in all stages of application review, including the site visit, to understand your organization and what you consider important; and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that your assessment need go no further and you can use these topics for action planning.

Page Limit

For Baldrige Award applicants, the Organizational Profile is limited to five pages. These are not counted in the overall application page limit. Typing and format instructions for the Organizational Profile are the same as for the application. These instructions are given in the *Baldrige Award Application Forms* booklet. Ordering information is given on page 63.

Coyote Community College Case Study

The Coyote Community College Case Study was prepared for use in the 2000 Malcolm Baldrige National Quality Award Examiner Preparation Course. There may be areas in the case study where Criteria requirements are not addressed. These gaps are intentional and are intended for educational use and appreciation of the possible content of an actual Baldrige Award application.

The Coyote Community College Case Study describes a fictitious college. There is no connection between the Coyote Community College Case Study and any college, either named Coyote Community College or otherwise. Other organizations cited in the case study are also fictitious. To learn about successful quality practices based on real organizations, you can attend *Quest for Excellence*, the official conference of the Malcolm Baldrige National Quality Award.

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Malcolm Baldrige National Quality Award

1 Applicant

Official Name Coyote Community College

Other Name

Prior Name

Headquarters Address

2735 Anilla Blvd.

Albuquerque, NM 77351

Has the applicant officially or legally existed for at least one year, or prior to April 6, 1999?
(Check one.) X Yes ___ No (Briefly explain.)

Attach a line and box organization chart for the applying organization, including the name of the head of each unit or division.

2 For-Profit/Not-For-Profit Designation

The applicant is a for-profit organization ____;
a not-for-profit organization X (Check one.)

3 Industrial Classification

List up to three of the most descriptive three- or four-digit NAICS codes. (See page 18.)

611

4 Award Category (Check one.)

___ Manufacturing ___ Service
___ Small Business
X Education ___ Health Care

Criteria being used (Check one.)
___ Business X Education ___ Health Care

5 Size and Location of Applicant

a. Total number of employees (business), faculty/staff (education), staff (health care) 1300

b. Preceding fiscal year:
Check one financial descriptor.
___ Sales ___ Revenues X Budgets
Check amount.
___ 0-$1M ___ $1M-$10M X $10M-$100M
___ $100M-$500M ___ $500M-$1B ___ Over $1B

c. Number of sites in U.S./territories 3 Overseas 0

d. Percent employees in U.S./territories 100%

e. Percent physical assets in U.S./territories 100%

f. If some activities are performed outside the applicant's organization (e.g., by an overseas component of the applicant, the parent organization, or its other subunits), will the applicant, if selected for a site visit, make available in the United States sufficient personnel, documentation, and facilities to allow a full examination of its operational practices for all major functions of its worldwide operations?
X Yes ___ No ___ Not Applicable

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Quest for Excellence Conference and at its U.S. facilities?
X Yes ___ No

6 Site Listing and Descriptors

Please refer to the instructions on page 9 to complete the Site Listing and Descriptors form on the next page (12). It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in 5.a., 5.b., and 5.c. above. For example, if you report 600 employees in 5.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

OMB Clearance #0693-0006
Expiration Date: October 31, 2002

This form may be copied and attached to, or bound with, other application materials.

6 Site Listing and Descriptors

a. Address of Site	b. Size of Site		c. Description of Products or Services
	Number of Employees, Faculty, and Staff	**Percent** of Sales, Revenues, or Budgets (Circle one.)	
2735 Anilla Blvd. Albuquerque, NM 77351	585	45%	All three campuses provide postsecondary education and services to students from the region and state. The main campus houses the primary computer, CAD/CAM, electronics, and science labs.
32 Old Pecos Road Bernalillo, NM 76052	299	23%	This campus primarily serves the Native American population from nearby reservations. It also serves as Coyote's ESL/Remedial Center
530 Rio Bravo Blvd. Armijo, NM 77254	416	32%	This campus houses labs for the hospitality, HVAC, hydrology, and electronics manufacturing programs.

Provide all the information for each site, except where multiple sites produce similar products or services. For such multiple site cases, see 5.c. on page 9.

Use as many copies of this page as necessary to cover all sites.

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7 Key Business/Organization Factors

List or provide a brief description of the following key business/organization factors.

a. List of key competitors

Each of the six community colleges in New Mexico serves a particular region of the state and they are not considered competitors of one another. Coyote also does not generally compete with the five public universities in the state.

Key proprietary schools which compete for students for specific programs, particularly in the computer applications field, include Southwestern Technical Academy, Escabosa Computer Institute, and the Academy of American Indian Culture.

Distance learning programs and on-line programs offered through other state community colleges are also competitors. These include:
Great Western Community College – Phoenix, AZ
Florida Technical Institute – Orlando, FL
San Felipe Community College – Dallas, TX

b. Description of the applicant's products, services, and technologies

Coyote Community College is a comprehensive, two-year public college that serves and strengthens the greater Albuquerque, New Mexico, community by providing postsecondary education and learning opportunities to all who want to identify and develop their abilities and interests. Coyote is the largest community college and the second largest state supported postsecondary institution in New Mexico. Coyote's program offerings fall into one of three general areas, including (1) General Education, University Transfer Education, and Developmental Education; (2) Workforce Development, Certificate Programs, and Continuing Education; and (3) Community Education and Outreach.

c. List of key customers/users

There are 11,500 students (7,000 FTE) enrolled in the General Education and University Transfer curriculum. There are 8,380 students enrolled in Workforce Development and Certificate Programs. Over 93 percent of the students enrolled in Workforce Development or Certificate Programs are employed either full- or part-time. Over 9 percent of the people in Coyote's two-county service area participate in the Community Education and Outreach programs, which include courses, educational programs, and special events.

Although Coyote's primary stakeholders are its students, key stakeholders also include college faculty and staff, four-year colleges and universities to which Coyote's students transfer, local employers, the New Mexico State Board of Community Colleges, Coyote's Board of Governors, and the surrounding community at large, including local taxpayers.

Key four-year transfer institutions:
University of North Mountain, Mesa University, Southwestern University, Great Western University, Chamberino University

Key Employers:
Ace Machining, Precision Software Solutions, PVI International, Southwest Systems Solutions, Telecom Unlimited, Aerie Electronics, Angelica Hospital, Jebak Appliance, and Seaway Engineering.

d. Description of the major markets (local, regional, national, and international)

As an open access institution, any New Mexico resident who is a high school graduate or Graduate Equivalency Degree (GED) recipient may enroll at Coyote. Approximately 75 percent of students attend Coyote on a part-time basis. The average age of the students is 28. Ninety-two percent of the students at Coyote are residents of either Sandoval or Bernalillo counties. The majority of non-resident students come to Coyote through the contract training program.

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7 Key Business/Organization Factors (Continued)

e. List of key suppliers

Southwest Business Services—office supplies
Radcliff and Samson—college bookstore
City-Wide Transport Authority—intercampus transportation program
SmileServe International—cafeteria and vending services
Dee-Gee-Man Corporation—information technology products and services
Desert PermaCare—health benefit provider
The Eastown Agency—catalog design and promotional services for community activities
Libos—clearinghouse for library material acquisitions

f. The name of the organization's financial auditor

Eagleson and Cooper
Certified Public Accountants
Tempe, AZ

g. Description of the importance of the applicant's suppliers, dealers, distributors, and franchises

An analysis of costs associated with support processes conducted in 1997 yielded recommendations for partnering with organizations to provide certain important services outside Coyote's areas of core competency. Based on these recommendations, Coyote outsourced two support processes, the bookstore in 1998 and the intercampus transportation program in 1999. Coyote had already outsourced other non-core areas such as cafeteria services.

Coyote depends upon suppliers to execute services well to maintain an environment conducive to learning. Coyote monitors the satisfaction of stakeholders with supplier services but recognizes that suppliers are better able to determine service methods than Coyote. As such, except in those cases where a supplier's service must be codeveloped to augment a new Coyote service, suppliers operate independently of Coyote's management system.

8 Subunits

Is the applicant a subsidiary, unit, division, or like organization of a larger parent? (Check one.)

X Yes (Continue.) ___ No (Go to Item 9.)

a. Parent Organization

Name: New Mexico State Board of Community Colleges

Address: 172 San Mateo Rd.
Santa Fe, NM 83075

Highest-Ranking Official

Name: Dr. Chester French

Title: Chancellor

Number of worldwide employees of the parent

8,258

b. Business Only: Does the applicant have more than 500 employees?
(Check one.) ___ Yes ___ No

c. Business Only: Does the applicant comprise over 25 percent of the worldwide employees of the parent?
(Check one.) ___ Yes ___ No

d. Business Only: Was the applicant independent prior to being acquired, and does it continue to operate independently under its own identity?
(Check one.) ___ Yes ___ No

e. Does the applicant's parent or another subunit of the parent intend to apply for eligibility?
(Check one.)
___ Yes (Briefly explain.) X No ___ Do not know

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8 Subunits (Continued)

f. Business Only: Are over 50 percent of the applicant's products or services sold or provided to customers/users outside the applicant's organization, its parent, and other organizations that own or have financial or organizational control of the applicant or parent?

(Check one.) ___Yes ___No (Briefly explain.)

g. Name the official document supporting the subunit designation.

New Mexico State Education Code

#RS-37564, Section b

Include a copy of the document with this form.

h. Briefly describe the organizational structure and management links to the parent.

Attach line and box organization chart(s) showing the relationship of the applicant to the highest management level of the parent, including all intervening levels. Each box within the chart should include the name of the head of the unit or division it describes.

As a state community college, Coyote operates within the guidelines of the New Mexico Commission on Higher Education and is approved by the New Mexico State Board of Community Colleges (SBCC). All six state community colleges fall under the auspices of the SBCC, and each has its own elected Board of Governors.

i. Do other units within the parent provide similar products or services?

(Check one.) _X_ Yes (Briefly explain.) ___No

All six state community colleges provide postsecondary education and services to students from a particular region of New Mexico and from across the state. To use resources effectively, high cost or sparsely attended programs are distributed among the six community colleges. Other programs, such as university transfer programs, are offered at all six community colleges.

If "Yes," also explain how the applicant is distinguishable from the parent and its other subunits.

The SBCC is the oversight board for all state community colleges in New Mexico. The SBCC establishes standards, policies, and practices required for New Mexico's community colleges, and assesses and coordinates educational needs and services in the best interest of the entire state. Each of the six state community colleges has its own President and its own Board of Governors, and each is run independently of the others. Attendance at a particular community college is governed primarily by a student's place of residence. With the growth of telecourses and on-line courses, other factors may also play a role, including easy accessibility to these courses, or a particular college offering specific programs or courses.

j. Briefly describe the major support functions provided to the applicant by the parent or by other subunits of the parent.

The SBCC establishes standards, policies, and practices required for New Mexico's community colleges, and assesses and coordinates educational needs and services in the best interest of the entire state. For example, the SBCC appropriates state funding, approves tuition rates, approves programs and offerings, approves major construction and repairs, and sets qualifications for student admission.

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9 Supplemental Sections

Does the applicant have: (a) a single performance system that supports all of its product and/or service lines; and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning?

(Check one.)

X Yes (Go to Item 10.)

___ No (Briefly describe the differences in the products and/or services covered in terms of differences in customers, technology, types of employees, and planning. The Eligibility Contact Point will be asked for more information if necessary.)

10 Eligibility Contact Point

Mr. Mrs. Ms. (Dr.)

Name: Sarah Sandhour

Title: Director, Institutional Effectiveness and Assessment

Applicant Name: Coyote Community College

Mailing Address: 2735 Anilla Blvd.

Albuquerque, NM 77351

Overnight Mailing Address (Do not indicate a P.O. Box number.)

2735 Anilla Blvd., Admin. Bldg., Room 617

Albuquerque, NM 77351

Telephone No. 505-735-4012

Fax No. 505-735-3015

11 Alternate Eligibility Contact Point

(Mr.) Mrs. Ms.

Name Dr. John Peterson

Telephone No. 505-735-4122

Fax No. 505-735-3010

12 Signature, Highest-Ranking Official

Date March 14, 2000

X Gayle Brooks

Mr. Mrs. Ms. (Dr.)

Name: Gayle Brooks

Title: President

Applicant Name: Coyote Community College

Address: 2735 Anilla Blvd.

Albuquerque, NM 77351

Telephone No. 505-735-4001

Fax No. 505-735-3015

DO NOT WRITE BELOW THIS LINE

2000 Eligibility Determination

☐ Manufacturing ☑ Education

☐ Service ☐ Health Care

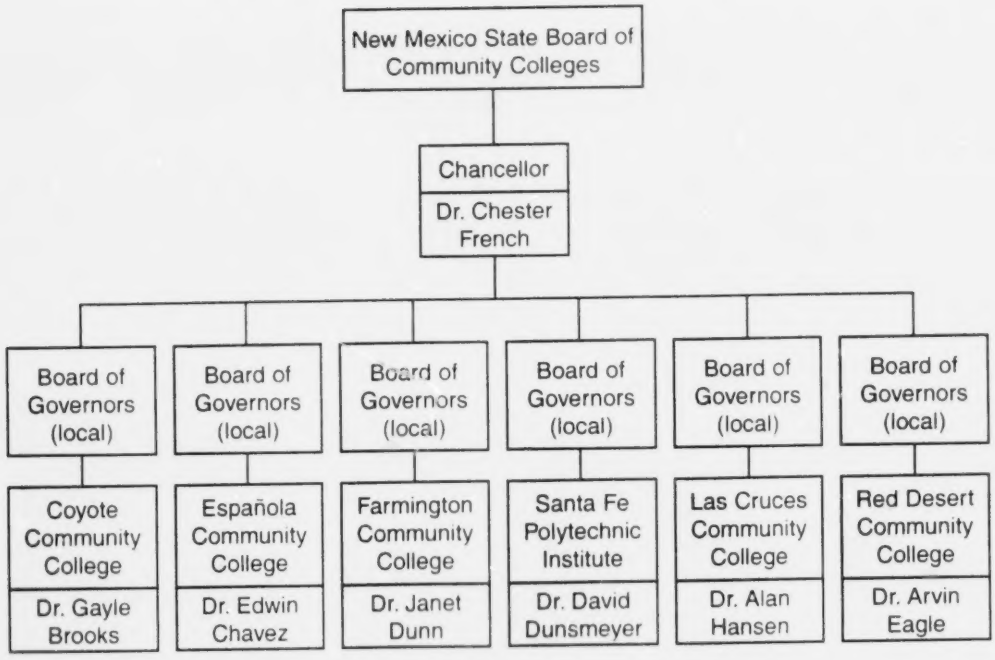
☐ Small Business

☐ Ineligible

Award Administration

For Official Use Only

STATE COMMUNITY COLLEGE STRUCTURE



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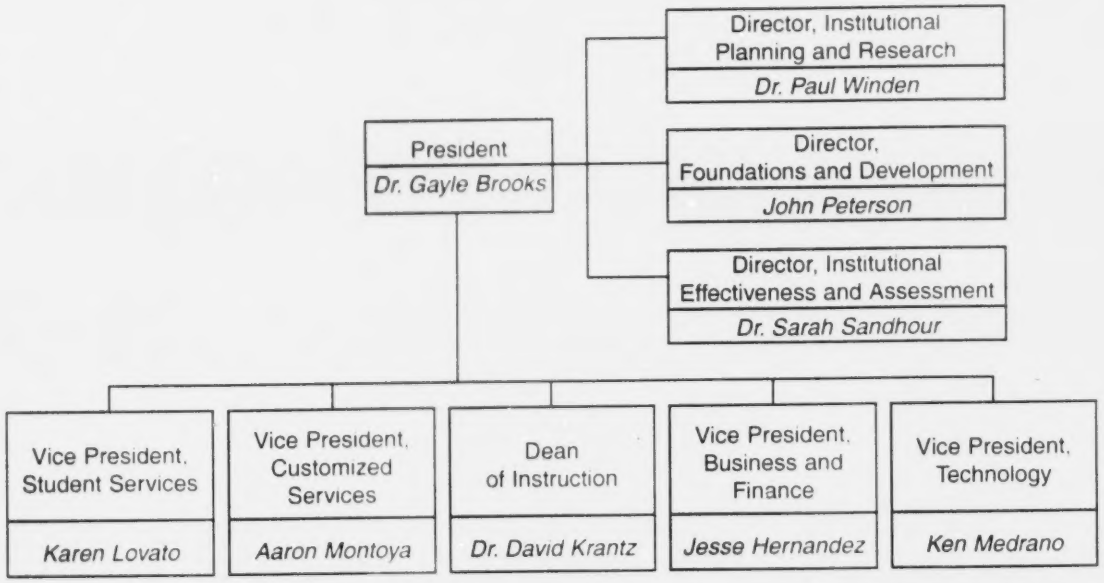
COYOTE COMMUNITY COLLEGE ORGANIZATION STRUCTURE



Associate Vice President, Student Services

Director, Admissions

Director, Student Financial Aid

Registrar

Director, Academic Advising

Director, Career Planning

Director, Counseling

Director, Security

Associate Vice President

Director, Public Relations and Marketing

Director, Customized Training

Alumni Coordinator

Public Safety Education Coordinator

Director, Community Outreach

Associate Dean, General Education

Associate Dean, Transfer Education and Developmental Education

Associate Dean, Workforce Development and Continuing Education

Associate Dean, Community Education

Associate Dean, Learning Resources

Division Chairs

Director, Human Resources

Director, Bernalillo Campus

Director, Armijo Campus

Director, Building and Grounds

Facilities Supervisor

Director, Information Services

Director, Coyote Research Center

Library Director

Director, Institutional Technology

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2000 Application Form

Malcolm Baldrige National Quality Award

1 Applicant

Name: Coyote Community College

Mailing Address: 2735 Anilla Blvd.

Albuquerque, NM 77351

2 Award Category (Check one.)

___ Manufacturing ___ Service ___ Small Business
_X_ Education ___ Health Care

For small businesses, indicate whether the larger percentage of sales is in service or manufacturing. (Check one.)

___ Service ___ Manufacturing

Criteria being used (Check one.)

___ Business _X_ Education ___ Health Care

3 Official Contact Point

Mr. Mrs. Ms. (Dr.)

Name: Sarah Sandhour

Title: Director, Institutional Effectiveness and Assessment

Applicant Name: Coyote Community College

Mailing Address: 2735 Anilla Blvd.

Albuquerque, NM 77351

Overnight Mailing Address (Do not use P.O. Box number.)

2735 Anilla Blvd., Admin. Bldg., Room 617

Albuquerque, NM 77351

Telephone No.: 505-735-4012

Fax No.: 505-735-3015

4 Alternate Official Contact Point

(Mr.) Mrs. Ms.

Name Dr.: John Peterson

Telephone No.: 505-735-4122

Fax No.: 505-735-3010

5 Fee (See page 5 for instructions.)

Enclosed is $ 300.00 to cover one application report and _____ supplemental sections.

Make check or money order payable to:

The Malcolm Baldrige National Quality Award

6 Release Statement

We understand that this application will be reviewed by members of the Board of Examiners.

Should our organization be selected for a site visit, we agree to host the site visit and to facilitate an open and unbiased examination. We understand that the organization must pay reasonable costs associated with a site visit.

If our organization is selected to receive an Award, we agree to share nonproprietary information on our successful performance excellence strategies with other U.S. organizations.

7 Signature, Highest-Ranking Official

Date May 22, 2000

X Gayle Brooks

Mr. Mrs. Ms. (Dr.)

Name: Gayle Brooks

Title: President

Applicant Name: Coyote Community College

Mailing Address: 2735 Anilla Blvd.

Albuquerque, NM 77351

Telephone No.: 505-735-4001

OMB Clearance #0693-0006
Expiration Date: October 31, 2002

This form may be copied and attached to, or bound with, other application materials.

Organization Overview

1. Basic Description of the Organization

Coyote Community College is a comprehensive, two-year public college that serves and strengthens the greater Albuquerque, New Mexico, community by providing postsecondary education and learning opportunities to all who want to identify and develop their abilities and interests. Since 1968, Coyote's programs and services have been providing accessible, affordable, high-quality higher education opportunities in a learning environment that encourages challenging, innovative teaching methods and delivery systems that enhance student learning. Coyote is a commuter college with a main campus in downtown Albuquerque and two branch campuses: one located in Bernalillo, 20 miles north of Albuquerque, and the other in Armijo, southeast of downtown Albuquerque. The campus in Albuquerque accounts for 44 percent of Coyote's enrollment, the Bernalillo campus accounts for 25 percent, and the Armijo campus accounts for 31 percent.

With a total enrollment of 19,880 students, Coyote is the largest community college and the second largest state-supported postsecondary institution in New Mexico. As an open access institution, any New Mexico resident who is a high school graduate or Graduate Equivalency Degree (GED) recipient may enroll at Coyote. The college's tuition rates for state residents are typically 60 percent lower than tuition charged by neighboring colleges or universities.

Coyote's innovative, community-centered educational programs are designed to meet a variety of academic, career, and personal educational goals. Program offerings fall into one of three general areas: (1) General Education, University Transfer Education, and Developmental Education; (2) Workforce Development, Certificate Programs, and Continuing Education; and (3) Community Education and Outreach. The majority of these programs lead to the award of diplomas, degrees, or certificates. Coyote also provides high-quality student support services and resources in collaboration with community agencies to enable students to formulate their goals and pursue them realistically. These services include academic and occupational counseling, job and educational placement services, assistance in obtaining financial aid, and special needs programs.

Programs and offerings in the area of (1) General Education, University Transfer Education, and Developmental Education enable students to achieve academic and personal goals, enter the job market, or, in some cases, to successfully transfer to four-year colleges and universities. Coyote offers Associate of Arts (AA) degrees in liberal arts, business administration, education, hotel and restaurant management, computer science, pre-engineering, and biological sciences. AA degrees are intended for students transferring to four-year colleges and universities such that no remedial coursework is required upon transfer. Occupational programs in technical, vocational, and paraprofessional fields lead to an Associate of Science (AS) degree or a certificate. Occupational programs also provide retraining and upgrading of skills in these fields so that students are qualified to meet current needs of the labor market. AS degrees are generally not intended for transfer to four-year institutions. Students who do transfer with AS degrees are required to take additional remedial courses as required by each specific degree program. Students may select from 30 occupational programs, including computer technology; computer applications; day care management; nursing; retailing; computer-aided design/computer-aided manufacturing (CAD/CAM); graphic design technology; biotechnology; heating, ventilating and air conditioning (HVAC); hydrological technology; and contract administration. In the area of Developmental Education, Coyote offers General Education Development (GED) preparation courses, courses in English as a Second Language (ESL), and strong remedial courses in math, reading, and writing. Sixty percent of all Coyote students enrolled in traditional college courses enroll in at least one remedial course, and 15 percent enroll in an ESL course.

In the area of (2) Workforce Development, Certificate Programs, and Continuing Education, Coyote provides custom-designed, on-site training, courses, and services that meet the needs of local businesses. In partnership with several local employers, Coyote offers contract training for computer networking technicians, water management specialists, office managers, contract administrators, and prison guards. Coyote also offers intensive ESL and remedial English and math courses under contract. In addition, Coyote offers a wide variety of short-term certification courses, such as Network Administrator, Network Engineer, Advanced Office Automation, Systems Engineer, Quality Auditor, Purchasing Manager, and Certified Nursing Assistant, to the general public and by contract. Continuing Education programs address those students who wish to improve professional skills, acquire new skills, or expand their fields of knowledge and general interest.

In the area of (3) Community Education and Outreach, Coyote provides programs and community services that offer multicultural, recreational, and community development activities to meet the needs of lifelong learners. These activities, which include a Women in Transition program, the Coyote Cultural Center, an Elder Learning Center, and a day care center, also encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Coyote's main campus occupies 55 acres near downtown Albuquerque. This includes seven classroom/lab buildings that feature state-of-the-art computer, CAD/CAM, electronics, and science labs. Coyote's branch campus in Armijo formerly housed a vocational technical high school. This campus now houses labs for the hospitality, HVAC, hydrology, and

electronics manufacturing programs. The facility in Bernalillo, which occupies five floors in an office building, offers a variety of classes that primarily serve the Native American population from nearby reservations. Although ESL and remedial classes are available at all three campuses, the Bernalillo campus serves as the college's ESL/Remedial Center. All sites are able to accommodate the needs of the off-campus students who require occasional use of Coyote's facilities. All facilities are located within four blocks of a major traffic artery to provide easy commutes for students, faculty, and staff.

Principal Types of Students

Students at Coyote are divided among (1) those enrolled in traditional college credit degree curricula, (2) those enrolled in noncredit contract training and in short-term certificate courses, and (3) those involved in the community outreach programs. Because of demands placed on their resources and time by employers, family, and others, students tend to pursue their education intermittently, and approximately 75 percent of students attend Coyote on a part-time basis. The average age of the students is 28. Women account for 58 percent of Coyote's enrollment. The breakdown of students by ethnicity is shown in Figure 0-1. Ninety-two percent of the students at Coyote are residents of either Sandoval or Bernalillo counties. The majority of nonresident students come to Coyote through the contract training program.

Ethnicity	Percentage
White, Non-Hispanic	54%
Hispanic	32%
Native American	10%
African American	3%
Other	1%

Figure 0-1 Student Ethnicity

Enrollment numbers are calculated as a straight headcount. The Full Time Equivalent (FTE) of these enrollment numbers is calculated only for credit courses, as designated under the New Mexico funding formula. FTE is calculated by multiplying the number of students by the number of credit hours taken per student and dividing by 15.

(1) There are 11,500 students (7,000 FTE) enrolled in the General Education, University Transfer Education, and Developmental Education curricula. Approximately 27 percent of these students recently graduated from high school, while 65 percent have been out of school for four or more years and are considered First Time In College (FTIC) students. Over 52 percent of the General Education and University Transfer students are using Coyote as a bridge to four-year degree curricula, while saving significant costs in their education. The remainder of credit students want an Associate Degree as a foundation for entry into the area workforce. Over 75 percent of students enrolled in these curricula work full- or part-time and recognize the need for higher learning in their personal development. Approximately 44 percent of students enrolled in these curricula receive financial aid from federal, state, or local programs, and 28 percent of these students receive employer reimbursement.

(2) There are 8,380 students enrolled in Workforce Development, Certificate Programs, and Continuing Education courses. Most of these curricula involve noncredit contract training and short-term courses. Since a very small portion of Coyote's state funding is based on the headcount for noncredit students, an FTE equivalent is not calculated for these students. Over 93 percent of the students enrolled in Workforce Development, Certificate Programs, and Continuing Education courses are employed either full- or part-time, and most are seeking new skills that will make them more valuable in the workplace market. Most of these students also desire additional learning to advance within their current skill area and with their current employer. Others want to redirect their careers to a new field. Approximately 84 percent of the tuition costs for students in Workforce Development, Certificate Programs, and Continuing Education are paid by their employers.

(3) Coyote's Community Education and Outreach programs primarily serve the college's two-county service area, which has 434,000 taxpaying residents. More than 9 percent of the adult population in the two surrounding counties attends at least one course, program, or event within an academic year. For example, Coyote's Native American Cultural Celebration, held the last weekend of April, has the second highest attendance of any annual public event in the state, exceeded only by the annual hot air balloon festival. Headcount numbers for Community Education and Outreach programs are not included in Coyote's total enrollment figures since these programs involve only noncredit courses, programs, and events, and the state does not include these numbers in its funding formula.

Faculty and Staff Base

Coyote employs 280 full-time faculty, 830 adjunct (part-time) faculty, 40 administrators, and 150 support staff. The faculty are members of the National Education Association union. Fifty percent of full-time faculty hold a master's degree, 40 percent hold doctoral degrees, and 10 percent hold bachelor's degrees. Adjunct faculty, many of whom are working in the field in which they teach, hold at least a bachelor's degree. Seventy-five percent of the administrators hold a master's degree or higher.

The average length of employment of all faculty and staff at Coyote, including part-time faculty, is ten years. However, many faculty and staff members have been employed at Coyote for 20 years. The average age of the faculty is 46. The average age of administrators is also 46, but their average length of service is 8 years. The ethnic mix of faculty and staff is 67 percent White, 21 percent Hispanic, 5 percent Native American, 4 percent African American, and 3 percent Other. Coyote is working towards increasing both Native American

and Hispanic representation on the faculty. Faculty and staff members are about evenly divided by gender.

Relationship to Parent Organization

As a state community college, Coyote operates within the guidelines of the New Mexico Commission on Higher Education and is approved by the New Mexico State Board of Community Colleges (SBCC). The SBCC is the leading advocate for the entire community college system with the state Department of Education, the state legislature, other state agencies, and the public. The SBCC also establishes standards, policies, and practices required for New Mexico's community colleges, and it assesses and coordinates educational needs and services in the best interest of the entire state. For example, the SBCC appropriates state funding, approves tuition rates, approves programs and offerings, approves major construction and repairs, and sets qualifications for student admission.

Coyote's oversight body is the Board of Governors (BOG). The members of Coyote's BOG are elected by voters in seven geographical districts within the two-county region the college serves. Funding for programs and for most construction and equipment comes from a property tax levy in the two-county region and annual appropriations by the New Mexico legislature. Coyote's BOG approves spending over $50,000, intergovernmental agreements, bond spending, building improvements, and construction. The BOG also provides continuous evaluation and assessment of Coyote's policies, procedures, and practices to ensure that the college is fulfilling its mission and achieving its purposes. In addition, Coyote has a private nonprofit foundation for private contributions, which are increasing every year.

Coyote is accredited by the North Central Association of Colleges and Schools (NCACS), and 12 individual programs are certified or accredited by other appropriate organizations. Coyote was reviewed by the NCACS in 1998 and is scheduled for another review in 2008. Coyote is also responsive to a variety of federal, state, and local regulations, including the Occupational Safety and Health Administration (OSHA) requirements, Environmental Protection Agency (EPA) regulations, federal and state financial aid regulations, and affirmative action guidelines. Coyote complies with the Americans with Disabilities Act (ADA).

2. Student and Stakeholder Requirements

Although Coyote's primary stakeholders are its students, key stakeholders also include college faculty and staff, four-year colleges and universities to which Coyote's students transfer, local employers, the New Mexico SBCC, Coyote's BOG, and the surrounding community at large, including local taxpayers. The requirements of the primary stakeholders are shown in Figure 0-2.

3. Relationships to Other Organizations

There are ten public high schools and four private high schools in Coyote's two-county service area. The college communicates expectations regarding the required performance level of its incoming students through partnerships with area high schools and specific articulation agreements. These articulation agreements define the requirements of both Coyote and the partner schools in terms of what skills and abilities are linked to student success. This usually includes a list of critical skills in major academic areas and suggested high school courses. In addition, Coyote faculty serve on curriculum advisory boards in the local school districts and work closely with members of the English and math faculties at the local high schools.

Coyote is also proud of its partnerships with the colleges and universities to which the majority of its credit students transfer. Faculty members from these universities serve on Coyote's Curriculum Advisory Teams. In addition, articulation agreements with all four-year institutions in the region are in place for all of Coyote's university transfer programs (AA degrees).

Stakeholder	Requirements
Students	Acquisition of needed skills and knowledge, learning skill development, accessibility, flexibility in scheduling, affordability, increased capacity for self-directed learning, responsive services, effective curriculum
Faculty/Staff	Receive professional development, feedback, support, recognition
Four-year colleges and universities	Strong student academic foundations compatible with higher learning
Employers	Current/future employees' acquisition of needed skills/knowledge/attitude, cost efficient learning, innovative problem-solving and team skills, leadership skills, computer proficiency, professional proficiency
SBCC and BOG	Return for dollar
Taxpayers and community	Fulfillment of education needs that are not met by other institutions, support to region/state, efficient expenditure of funding

Figure 0-2 Stakeholder Requirements

as well as for more than 50 percent of the occupational degree programs.

Coyote recognizes several community agencies as feeder institutions and works closely with them. For example, Coyote's Admissions and Financial Aid Departments work closely with the Bureau of Immigration Services, the Indian Affairs Office, and local immigration agencies. They also work with the Displaced Homemakers Program and the Bureau of Employment Security. All these organizations assist their clients in enrolling at Coyote.

Area employers act as suppliers of Coyote students, partners in contract training, and recipients of Coyote graduates. The college uses a variety of approaches to develop and maintain relationships with these employer partners, including partnering to identify workforce needs and developing targeted certificate programs. Through one of these partnerships, a local manufacturer of telecommunication equipment is currently installing interactive video equipment to enhance Coyote's ability to meet students' distance learning needs.

4. Competitive Situation

Coyote is the largest community college and the second largest state-supported postsecondary institution in New Mexico. Attendance at community colleges in New Mexico is governed by the student's place of residence, easy accessibility, or which college offers needed programs or courses. To use resources effectively, high-cost or sparsely attended programs are distributed among the community colleges within the state. Therefore, other community colleges in the state are not considered competitors. However, results for key measures from these colleges are used for comparative purposes. Coyote does compete for state funding, which is dispersed based on a funding formula defined by the SBCC.

There are five public universities in the state, all of which receive Coyote's students. While it may appear that Coyote faces competition from these universities for first- and second-year students, typically it does not. Instead, Coyote works in partnership with the universities to develop clear articulation agreements so that the students who choose to attend Coyote in preparation for a four-year degree are well prepared and have a smooth transition into the university.

Coyote faces competition from two other distinct groups: local proprietary (private, for-profit) colleges and a growing base of out-of-state community colleges that offer on-line programs. Key differentiators of the proprietary colleges are shortened degree/certificate achievement cycle times, with intense, concentrated schedules and aggressive assistance with financial aid (needed to meet the high tuition costs). Coyote offers opportunities for shortened degree completion through a combination of self-paced study and traditional on-campus classes. Students interested in these degree programs meet with advisors to design their schedules to meet their completion goals. Coyote continues to explore alternative means of meeting valid requirements of shortened cycle times while still achieving competency goals. While proprietary colleges often leave graduates deeply in debt, Coyote attempts to keep tuition and fees to a minimum to reduce the need for student borrowing.

A key differentiator of on-line programs offered by out-of-state colleges is convenience. Students can attend on-line courses any time of the day or night to accommodate their busy and sometimes changing schedules. Coyote is responding to this need by developing both on-line and video-based programs. In addition, Coyote's key differentiator is that it focuses on preparing graduates to be successful in the local community. Input of local employers in the planning process, new program design, and student internships enables Coyote's graduates to find desirable jobs in the local community more easily and to succeed at those jobs.

Coyote's growing, individualized, technology-based delivery of educational programs with related support services (individualized program design and certification), which is targeted to employed adult students with needs for specific skill development, is another important competitive advantage. Planning is focused on providing learning excellence through use of state-of-the-art learning technologies to expand the off-campus student population while retaining the current levels of on-campus students.

The principal factors that determine competitive success include accessibility, flexibility in scheduling, affordability, ability to offer high value at a low cost, the effectiveness of the curriculum, the time to complete programs, and the range of programs offered.

5. Organizational Directions

Dr. Gayle Brooks, who previously served as Deputy Provost at McMoto Industrial University, was selected as Coyote's President in 1992, with a mandate to reverse a six-year-long trend of declining enrollment and diminishing student success. In the last eight years, Coyote has shown steady increases in enrollment and in student success as judged by student employment rates and acceptance rates by four-year colleges and universities. The foundation of this turnaround was the establishment of a common mission, vision, and values (Figure 0-3). These provide continuing direction for the college and drive specific goals to stretch Coyote's capabilities.

In 1994, under the direction of Dr. Brooks, Coyote developed and adopted LEARN, a three-point philosophy of education. These three points are:

- ***L****earning* ***E****xcellence*: All aspects of the education process are learner-centered, and the needs of the learner are paramount. Recognition of the diversity of learning styles and rates of learning is fundamental. Technology is used as a tool to facilitate learning
- ***A****ssessment*: Assessment of learning is ongoing for both learners and learning facilitators. Technology is a tool to

MISSION	VISION	VALUES
Coyote Community College provides innovative, high quality, lifelong learning opportunities and services that are accessible, effective, affordable, and flexible to all learners in order that they may grow personally and contribute to, participate in, and succeed in a diverse global society.	Coyote Community College will be recognized as one of the nation's leading community colleges by anticipating and exceeding the changing expectations of our many stakeholders through the efforts of dedicated faculty and staff guided by shared values.	• Provide lifelong learning and growth opportunities • Embrace diverse learners • Promote innovation and discovery • Practice patience, honesty, and integrity • Respect others and value diversity • Value faculty and staff • Encourage personal responsibility and accountability • Value public trust

Figure 0-3 Coyote's Mission, Vision, and Values

facilitate the assessment of processes associated with learning.

- ***R***ecognizing **N**eeds: It is imperative to identify and respond to the needs of all of Coyote's stakeholders. Needs vary by stakeholder, as shown in Figure 0-2.

The LEARN philosophy is now the foundation for all leadership decisions and strategic initiatives, and it is inherent in the measures Coyote uses to monitor performance. Implementing the tenets of LEARN requires a combination of innovative on- and off-campus approaches, using electronic media and other technologies for both individual and group learning, learning assessment, and needs recognition.

For many years, Coyote defined its uniqueness by focusing on Albuquerque's unserved and underserved populations, with strong emphasis on meeting the needs of traditional learners. For example, to meet the needs of New Mexico's large indigenous, non-English-speaking population, Coyote developed an outstanding ESL program. While the LEARN philosophy is helping Coyote to maintain a focus on traditional learners, it is also identifying new student groups to help support the college's strategic directions in the area of increasing access. The new focus groups include economically disadvantaged students, single parents, and physically disabled students.

As a result of implementing LEARN, Coyote recently identified the following three key technology-based strategies designed to improve student learning and meet learner requirements. Each of these strategies is currently at different levels of implementation within the college:

1. **Incorporation of technologies into the traditional classroom:** In order to enhance student learning, instructors are being encouraged to incorporate multimedia into traditional delivery techniques.
2. **Technology mediation allowing individually paced learning:** Computer-based instruction allows learners to begin precisely at their current level of knowledge and progress through structured materials at their own pace. Monthly start dates of sequenced courses allow students to proceed to the next course when ready, with no delays or potential loss of learning due to waiting.
3. **Distance learning delivery methods:** A variety of technologies allow Coyote to meet learner needs. An interactive video system (teleclasses) ties the three campuses together to decrease the need for students to drive from one campus to another. This also allows Coyote to offer some traditionally low enrollment courses that meet specific student needs, including upper-level foreign language and math classes. On-line courses offered via the Internet and video-based courses (telecourses) offered via cable television and video cassette checkout meet the needs of students with difficult schedules and geographic constraints.

Prior to 1995, Coyote viewed each campus as a separate educational unit. Academic leadership was provided by a Campus President, each campus had its own faculty, and there were some differences in program offerings from campus to campus. However, as Coyote moved toward adopting the LEARN philosophy, campus leaders recognized that education does not necessarily occur solely in a campus facility, and students are not campus-specific in their orientation. With technology-mediated instructional methods, including teleclasses, telecourses, and on-line courses, these campus distinctions became increasingly less useful. As a result, Coyote reorganized faculty into discipline-related academic divisions rather than campus-specific groups. The college also eliminated Campus President positions and created Campus Director positions, whose responsibilities are limited to facility management and involve no academic oversight. These changes have allowed full integration of Coyote's educational delivery processes and prevent fragmentation of educational services.

Glossary of Terms and Abbreviations

AA	Associate of Arts
ACME	Academic Coordinated Measurement Environment
ADA	Americans with Disabilities Act
ALEE	American Legion for Education Excellence
AS	Associate of Science
BDA	Behavior Development Associates
BEEP	Buses Enabling Education Programs
BLB	Breaking Learning Barriers
BOG	Board of Governors
BQI	Behavior Quality Index
CAD	Computer-Aided Design
CAM	Computer-Aided Manufacturing
CRC	Coyote Research Center
CSSS	Coyote Student Satisfaction Survey
DMT	Data Management Team
EEOC	Equal Employment Opportunity Commission
EEP	Employee Education Program
EMT	Emergency Medical Technician
EPA	Environmental Protection Agency
ESL	English as a Second Language
FTE	Full Time Equivalent
FTIC	First Time in College
GED	Graduate Equivalency Degree
GPA	Grade Point Average
HRD	Human Resource Development
HVAC	Heating, Ventilating, and Air Conditioning
IDPs	Individual Development Plans
IS	Information Systems
ITKB	Industry-Team Knowledge Building
LEARN	Learning Excellence; Assessment; Recognizing Needs
LEPEW	Learning/Education Preferences for Everyone Workshop
NCACS	North Central Association of Colleges and Schools
NMSCE	New Mexico State Competency Examination
NTLC	National Technology Literacy Challenge
OQM	Operational Quality Measure
OSHA	Occupational Safety and Health Administration
PDSA	Plan, Develop, Study, Act
SBCC	State Board of Community Colleges
SDP	Strategic Diversity Plan
SGA	Student Government Association
SPC	Strategic Planning Council
TNT	Thinkers Nearing Tomorrow
TU	Telecom Unlimited
WILEE	Wide Integrated Learning Excellence Environment

1 Leadership

1.1 Organizational Leadership

1.1a(1) Under the leadership of Dr. Gayle Brooks, Coyote is changing from an internally focused teaching organization to an externally focused "learning center." This change process evolved into the LEARN philosophy, which helps to ensure that Coyote uses both business processes and an infrastructure to support change and the tenets of learning. In 1995, Dr. Brooks revised the operating structure of Coyote in order to support the changes occurring through the implementation of the college's mission, vision, and values, as well as the LEARN philosophy. While the reporting hierarchy and position titles remained the same, Coyote implemented a team structure to support leadership's new efforts in managing processes. Instead of each department or division working independently on processes, Dr. Brooks designed an overall team operating structure founded on the key processes inherent in Coyote's mission. This structure is shown in Figure 1.1-1. The arrows in this figure represent the primary information flow paths among these teams.

The Leadership Team is the driver for the entire team operating structure. The Leadership Team includes Dr. Brooks, the Director of Institutional Planning and Research, the Director of Foundations and Development, the Director of Institutional Effectiveness and Assessment, the Dean of Instruction, the Vice President of Student Services, the Vice President of Customized Services, the Vice President of Business and Finance, the Vice President of Technology, the Presidents of the Faculty Union and the Faculty Senate, the Chair of the Adjunct Faculty Team, the President of the Staff Council, and the President of the Student Government Association (SGA).

Daily operations and improvement projects are carried out by five multifunctional Process Teams, with overall direction provided by the Leadership Team. The Process Teams include members from all three campuses, including full-time and adjunct faculty, staff, and, occasionally, students. At least one member of the Leadership Team serves on each of the five Process Teams. Each Process Team monitors the operations of subprocesses related to their core process, examples of which are shown in Figure 1.1-1. In order to manage the day-to-day operations of the subprocesses, each Process Team is supported by both permanent and ad hoc subteams with faculty, staff, and student membership, as appropriate. Examples of these subteams are described in more detail in Category 5.

The Leadership Team also drives organizational activities through the team operating structure. Action plans derived from the strategic planning process; the mission, vision, and values; the student-focused LEARN philosophy; and an integrated performance evaluation methodology are all communicated and deployed through the Process Teams and the corresponding subteams. The team operating structure is continuously supported by a systematic data and information flow process, as shown in Figure 1.1-2.

In order to promote involvement on all three campuses, the Leadership Team varies the location of its meetings. The

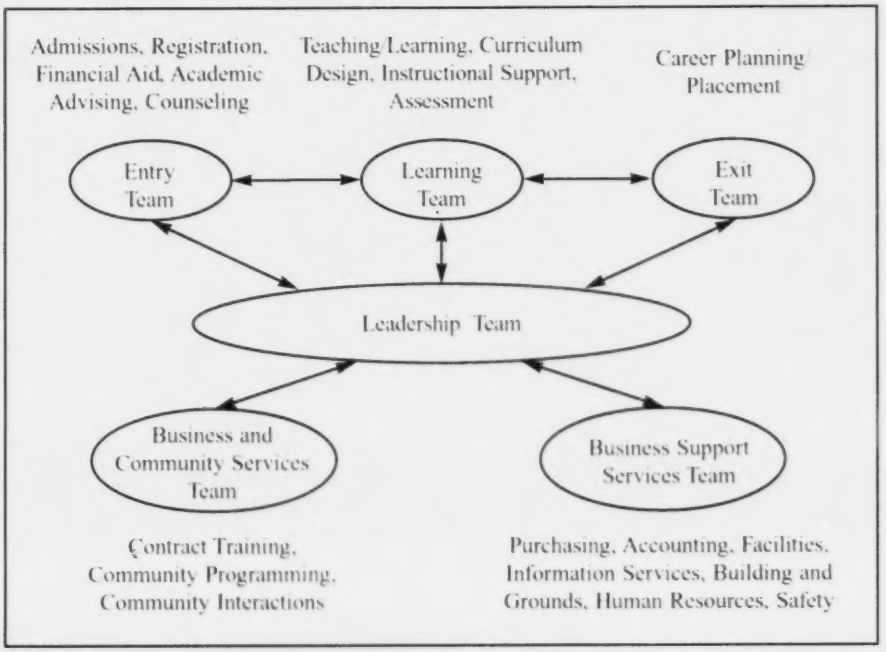
Admissions, Registration, Financial Aid, Academic Advising, Counseling
Teaching/Learning, Curriculum Design, Instructional Support, Assessment
Career Planning/ Placement
Entry Team
Learning Team
Exit Team
Leadership Team
Business and Community Services Team
Business Support Services Team
Contract Training, Community Programming, Community Interactions
Purchasing, Accounting, Facilities, Information Services, Building and Grounds, Human Resources, Safety

Figure 1.1-1 Overall Team Operating Structure

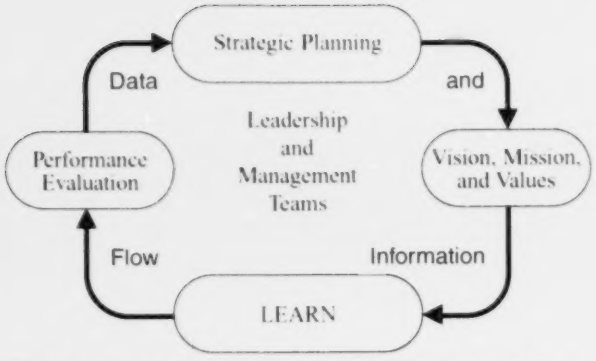

Figure 1.1-2 Coyote's Data and Information Flow Process

second meeting of each month is held at the Bernalillo campus, and the third meeting of each month is held at the Armijo campus. This allows for special presentations, data reviews, and needs assessments particular to each campus. It also allows full-time and adjunct faculty, staff, and students from each campus to become more involved and provide input to the Leadership Team. Each of the Process Teams and associated subteams has cross-campus representation, which also encourages ongoing involvement from faculty, staff, and students at all three campuses.

The Leadership Team evaluates Coyote's vision, mission, and values annually during the strategic planning process, making changes if necessary. This is accomplished iteratively with input obtained through structured interviews and other communication mechanisms, as shown in Figures 2.1-1 and 2.1-2. This annual focus on the vision, mission, and values and on requirements solicited from stakeholders provides the Leadership Team with a firm basis for evaluating and updating Coyote's overall strategic direction.

The LEARN philosophy, which underlies decision making on a daily basis, allows the Leadership and Process Teams to focus on learning and to continuously balance the needs of all stakeholders. As described in the Organization Overview, the philosophy promotes **L**earning **E**xcellence across all operations, with a primary focus on students. Through **A**ssessment, the teams are able to monitor and balance value for students and all other stakeholders. Finally, teams are continually challenged to **R**ecognize **N**eeds of all stakeholders and then to address those needs in their day-to-day activities.

The LEARNing Board, shown in Figure 1.1-4, is Coyote's balanced scorecard. Since all of Coyote's stakeholders are represented throughout the four quadrants on the LEARNing Board, the Leadership Team is able to balance all of its stakeholder needs as it uses these measures to prioritize strategic efforts. As part of strategic planning, the Leadership Team has developed 18 specific critical outcomes that cut across the four quadrants of the LEARNing Board. By focusing on and cross-analyzing these internal and external stakeholder outcomes, the Leadership Team can prioritize improvement efforts and strategic plans while balancing the value of efforts across all stakeholders, including students.

Members of the Leadership and Process Teams use a variety of communication vehicles that serve as both "listening posts" and "talking posts." These vehicles allow senior leaders to hear from students, faculty, staff, and all other stakeholders while providing mechanisms for those groups to hear about Coyote's strategic direction, values, LEARN, lessons learned, and success stories. These communication vehicles include:

- Town Hall Meetings (quarterly)
- Leadership Team Meetings (weekly)
- Quarterly Review of Strategic Plan (every third month) by the Leadership Team (televised)
- Leadership Team Luncheons—9 to 12 members selected randomly from staff, faculty, and students (held weekly, rotating campuses)
- Coyote Roundtable—President meets with teams, departments, and student groups (at least one per week)
- Training—President or Leadership Team member opens all internal training sessions
- Board of Governors Meeting (monthly)
- The *Coyote Courier*—a biweekly newspaper that always features a Leadership Team column
- Leadership and Process Team Minutes and Strategic Planning Council Minutes—posted on Coyote's electronic bulletin board
- President's Post—an electronic mail system with direct access to the President that serves as "an open door"
- Coyote Chat Room—Leadership Team participates monthly in an on-line discussion
- Coyote Research Center Meetings (monthly)

General faculty meetings, the Faculty Senate, and the Staff Council all provide regular opportunities for communicating Coyote's emphasis on providing and supporting a quality learning environment focused on learning excellence. The Staff Council and division chairs facilitate cooperation within and among academic divisions and non-academic offices.

1.1a(2) Through the use of the LEARN philosophy in its decision-making processes, the Leadership Team is able to uphold a learner-centered educational environment. Coyote's LEARN philosophy, mission, vision, and values are printed on wallet cards that are distributed to all faculty, staff, and administrators. Poster-size versions are hung on the wall at Leadership and Process Team meetings to help keep a focus on these elements of Coyote's strategy. The luncheons, roundtables, and chat rooms described above are all used to gather input from students on how well the Leadership Team is creating and maintaining an environment that meets the LEARN criteria.

A focus on faculty and staff learning provides for continual enrichment of their ability to enhance student learning. Expectations are established annually in the planning process and serve as the basis for faculty and staff performance evaluations and developmental needs. Through their role in reviewing and

Types of Reviews	Use	Frequency
Strategic Planning	Determine progress to plan	Quarterly
Goal Performance	Determine progress, adjust resources	Monthly
Stakeholder	Trends in satisfaction	Bimonthly
Financial	Determine progress to plan	Monthly
Student	Trends in satisfaction, motivation, and learning	Monthly
Curricula	Determine if needs are being met	Annually
Leadership	Determine performance of system	Annually
Faculty/Staff	Determine needs and performance	Semiannually
Vision/Mission/Values	Revalidation	Annually
State Baldrige Assessment	Develop understanding of feedback	Annually

Figure 1.1-3 Leadership Team Reviews

supporting Individual Development Plans (IDPs), Leadership Team members assist faculty and staff members in developing competency and skill goals that are aligned with Coyote's goals.

Involvement of full-time and adjunct faculty, staff, and students on the Leadership and Process Teams also ensures that the educational environment is encouraging and supporting organizational learning. Through involvement on these teams, faculty and students are empowered to make improvements to Coyote's learning systems and to propose innovative new approaches to these learning systems.

A strong part of the faculty learning agenda is to be able to understand different learning needs and styles and create the climate to fit those needs. This recognition was one of the main reasons that ESL has become such a strong area for the college. Coyote's second value, embrace diverse learners, brings equity to the heart of its value system. Coyote recognizes that in order to achieve equity in learning, the diverse capabilities of learners must be understood and facilitated. The LEARN philosophy also promotes acceptance of different learning styles and rates. This includes providing accessibility to both physical and human resources, such as study cubicles on campus for commuter students; computer access for all students, including Internet access; state-of-the-art laboratory facilities and equipment; class sizes tailored to learning needs; up-to-date media and computer-based learning; and on-line access to books, journals, videotapes, and research materials.

Since classes are taught at times convenient to the learners, Coyote makes its campuses safe for faculty, staff, and students by providing well-lighted parking lots, campus walkways, and entrances; gate-controlled access to parking lots; internal building and external security patrols; card access to buildings; fire and smoke detection and sprinkler systems in all buildings; and special fire protection systems in computer rooms and laboratories. A Safety Subteam, a subset of the Business Support Services Team, meets monthly to address safety issues and concerns on campus.

1.1a(3) Under Dr. Brooks' leadership, all approaches and practices are aimed at supporting and institutionalizing LEARN. All processes emphasize student learning and improving the overall learning of faculty, staff, students, and other stakeholders. The Leadership Team orchestrates this drive through strategic planning. Using the direction provided by the SBCC and the BOG, environmental information, LEARN, and results from the annual Baldrige assessments and college performance data, the Leadership Team synthesizes near- and long-range strategic plans annually. The Leadership and Process Teams translate the strategic directions into actions, cascade plans to all levels of the college, and demonstrate by practice conformance to Coyote's values. The Leadership Team evaluates the resultant set of goals to validate that the LEARN philosophy is being advanced and strengthened.

In 1998, the Leadership Team initiated the Coyote Thinkers Nearing Tomorrow (TNT). This is a team of key thinkers from the high technology industry who gather together once a year to consider the role of community college education in the future. The TNT team scans the community college and technology environments to identify changing trends and potential developments, forecast the future direction of these changes and potential developments, and assess their organizational impact. Merged with an internal analysis of Coyote's vision, mission, strengths, and weaknesses, the work of the TNT helps the Leadership Team to monitor specific trends and patterns and formulate strategic directions and plans.

1.1b(1) As part of its weekly meetings, the Leadership Team conducts a comprehensive set of reviews to develop an in-depth understanding of how well Coyote is operating and where improvement is needed (Figure 1.1-3). A variety of topics are included in these reviews. The schedules for and minutes of these reviews are published on the electronic bulletin board. Reviews are open to faculty, staff, and students.

Each review opens with a summary of LEARN, its purpose, its goals, and the results achieved. At the close, participants are asked for inputs on how the leadership system or Leadership Team could be more responsive to their needs and further the college's mission, vision, and values. This assessment information is entered in the Wide Integrated Learning Excellence Environment (WILEE) computer information

Measure	Associated Outcome(s)	Figure Number(s)
Funder/Financial View		
State Revenues	F1	7.3-1, 7.3-2
Tuition and Fees Revenue	F2	7.3-1
Grant and Foundation Funding	F3, F4	7.3-4
Direct Costs	F5	7.3-6
Student/Participant View		
Enrollment	S1	7.3-3
% of Citizens Participating in Programs and Events	S1	7.2-8
Student Goal Attainment	S2	7.2-3, 7.2-4
Number of Students Completing Occupational Degree and Certificate Programs	S2	7.1-2
Passing Rates on Licensure and Certification Exams	S2	7.1-3
Student Success at Transfer Institutions	S2	7.1-5
Graduate Placement Rate	S2	7.1-6
Graduate Hourly Wage	S2	7.1-7
New Mexico State Competency Examination Pass Rates	S2	7.1-9
Student Persistence	S3	7.1-1
Course Completion Rate	S3	7.1-4
% Technology Delivered Offerings	S3	7.5-6
Responsiveness to Requests for Courses and Workshops	S3	7.5-8
Student/Stakeholder Satisfaction with Programs and Instructional Services	S4	7.2-1, 7.2-2, 7.2-6, 7.2-7
Internal Process View		
High Value Content of Curricula	P1	7.2-6
Cycle Time for Curricula Development	P1	7.5-1
Implementation of Individualized Learning	P2	7.5-2
Learner Involvement in Active Learning	P2	7.5-3
Basic Skills Improvement	P2	7.1-8
Attainment of Program Competencies	P2	7.1-10
ESL/Remedial Preparation for College Eligibility	P2	7.1-11
Access for Underserved Groups	P3	7.5-4
Student Satisfaction with Student Services	P4	7.2-2
Student Satisfaction with Support Processes	P5	7.2-2, 7.4-1
Innovation and Resource View		
Faculty/Staff Satisfaction Surveys	R1	7.4-1
Faculty/Staff Retention	R1	7.4-5
ESL Expertise	R2	7.4-6
Training and Development in Key Areas	R2, R3	7.4-2, 7.4-3
Faculty and Staff Technology Tool Availability	R3	7.5-5
Investment in Technology to Support Learning Programs	R4	7.3-9

Figure 1.1-4 The LEARNing Board

system and integrated into strategic planning. WILEE is described in Item 4.1. The concept of focusing on the LEARN philosophy is standard for all Coyote meetings.

During the 1998/99 planning cycle, the Leadership Team developed its first balanced scorecard, which is called the LEARNing Board since the measures included on it demonstrate how effectively the college is implementing and deploying the LEARN philosophy. Coyote's approach for developing the LEARNing Board is described in Item 2.1. The actual LEARNing Board is shown in Figure 1.1-4. The Associated Outcomes, encoded in the second column, are defined specifically for each of the four quadrants in Item 2.1. The LEARNing Board holds the measures that are used to drive, guide, and deploy Coyote's strategic initiatives and to ensure alignment.

The Vice Presidents and the Dean of Instruction hold monthly meetings with the managers of the offices reporting to them to review progress toward goals. Each division and office

submits an annual report to the Leadership Team that summarizes its performance, including relevant LEARNing Board measures, during the previous academic year.

1.1b(2) Each Process Team is responsible for integrating data in order to evaluate, manage, and improve the processes that fall within its purview. In addition to LEARNing Board measures, primary data sources are the databases within WILEE. The Leadership Team receives inputs from each Process Team monthly on performance to goals, including results for LEARNing Board measures. The inputs detail performance as compared to goals and rationale for deviation from planned progress, either positive or negative (in excess of 15 percent). Recommended alternatives, with a justifying business case, are provided to reach planned progress levels. After receiving all inputs, the Leadership Team assesses whether goal objectives should be retained, altered, or met. Tradeoffs are considered to make the best use of resources. Correlations are performed to establish cause-and-effect relationships across the various data, and relative to short- and long-term plans. Based on these evaluations, actions are assigned to the appropriate Process Teams where additional gains are needed. The Leadership Team adjusts resources as required to accommodate the planned actions.

The Leadership Team evaluates Coyote's progress quarterly in a manner similar to the monthly review. Included in this evaluation in addition to the internal operating results are considerations of changes occurring in environmental or other external influences, and in students and other stakeholder's needs.

The scope of the quarterly review is expanded annually to include evaluation of feedback from the state quality award assessment, vision and value revalidation, directions noted by the TNT, and results from stakeholder and student surveys integral to the planning process described in Category 2.

1.1b(3) Review findings focus strongly on increasing the ability of faculty and staff to use technology to enhance learning and productivity. Improvements in these areas will also directly support implementation of the LEARN philosophy. Results from student and faculty surveys point toward expanding the use of technology in course delivery, particularly to increase Coyote's ability to serve the three target groups of economically disadvantaged students, single parents, and disabled students. Coyote is focused on addressing these needs in part through four major program/delivery changes that are described in Area 2.2a. These efforts also support Coyote's focus on increasing access to its programs, particularly to the target groups.

Information from both students and stakeholders also has indicated the need for Coyote to implement innovative technology-based learning mechanisms. In addition, the widespread number of on-line courses and programs being offered across the country has presented Coyote with a whole new set of competitors. As a result, Coyote is implementing three specific technology-based strategies designed to improve student learning and meet student and stakeholder requirements. These include incorporating technologies into traditional classrooms; introducing multimedia technology, such as interactive video disc training, that allows individually paced learning; and implementing a variety of distance learning delivery methods, including teleclasses, telecourses, and on-line courses.

The Leadership Team meetings are the initial driver for communicating and deploying plans and priorities throughout Coyote. Results of all Leadership Team reviews are posted on the electronic bulletin board and communicated throughout all three campuses and to individual students and faculty through Leadership Team luncheons and the *Coyote Courier*. Specific plans are driven down through the Process Teams and associated subteams, where action plans are also developed. The Process Teams and subteams deploy plans and priorities through academic divisions and support service offices. The Faculty Senate, Staff Council, and SGA also play a key role in deployment. Where key stakeholders are directly involved, such as in the Three Nations Campus Center, those stakeholders are usually included as team members on the appropriate Process Subteam so that they are continually involved in addressing the issue.

1.1b(4) The Leadership Team began using the Baldrige Criteria in 1992 as a yardstick to measure progress toward goals and results. The advent of New Mexico's state quality award program led the Leadership Team to decide to participate in that process as Coyote's basic approach to self-assessment. This objective assessment has been accomplished for the last two years. The feedback from this assessment is a valuable input for strategic planning and is used as a key instrument to provide feedback on the effectiveness of the leadership system. When the feedback is received, the Leadership Team establishes an action plan to address the Opportunities for Improvement.

The Leadership Team also monitors results of student, stakeholder, and faculty and staff satisfaction surveys. Information and feedback that are gained through the various communication vehicles described earlier, including Town Hall Meetings, roundtables, and the Coyote chat room, are collected as they occur. During a Leadership Team meeting toward the end of each semester, Dr. Brooks presents key issues for discussion arising from these information-gathering approaches. Plans for improvement are developed and incorporated into the strategic planning process to ensure compatibility with other initiatives.

Requirements Source	Practice	Key Measures	2000 Target
OSHA	• Accidents	• Worker's compensation costs per worker	$100/worker
	• Preventive health	• Average sick days per person	<2
	• ADA facilities access	• % facilities with accessibility	95%
EPA	• Disposal of wastes	• Pounds per month	5
	• Recycling	• % waste recycled	70%
EEOC	• Elimination of discrimination	• Number of complaints per quarter	0

Figure 1.2-1 Key Public Responsibilities

1.2 Public Responsibility and Citizenship

1.2a(1) Coyote is subject to various federal, state, and local laws, rules, and regulations. These are factored into the strategic planning process by evaluating conformance, conducting an assessment of associated risks, setting improvement goals, and establishing measures. Key measures of public responsibility are shown in Figure 1.2-1. Internal implementation procedures are published electronically. Changes to these rules and regulations are addressed by legal staff in briefings at monthly BOG meetings.

Coyote is accredited by the North Central Association of Colleges and Schools (NCACS). Coyote was last reviewed by the NCACS feeder schools. A planning team, composed of representatives from the Leadership and Process Teams, performs an environmental scan as part of the annual planning process. A portion of this environmental scan includes a review of national, state, and local trends to assess regulatory, legal, and safety concerns. The scan information is summarized, identified as either opportunities or threats, and addressed in the planning process.

1.2a(2) As an integral part of the community, Coyote collaborates with area agencies to enhance the overall productivity of the community. Foremost is Coyote's work with Albuquerque Alive! This is a network of community agencies sharing resources and assisting each other to advance customers' requirements and to improve the community. A major aspect of Albuquerque Alive! is a yearly futurist environmental scan and strategic assessment of the entire region in terms of technology, demographics, resource requirements, and education for the Albuquerque area.

Coyote meets regularly with the Chamber of Commerce to gather information on both current and potential public concerns. Dr. Brooks meets with the mayor of Albuquerque at least semiannually to exchange information on current and emerging needs of the community. Through faculty participation on local school boards and by having stakeholders included on Coyote's BOG, information on concerns and anticipated needs of the community is gathered proactively. Information from each of these sources is factored into the annual planning process.

1.2a(3) Adhering to high ethical standards is fundamental to Coyote's mission and vision and is important in maintaining the reputation of the college. The Coyote Code of Ethics for students, faculty, and staff was developed jointly by a cross-functional team representing each of these groups. All professional and administrative staff receive six hours of initial ethics training when joining the college and receive reinforcement quarterly. Support staff receive three hours of initial training and quarterly reinforcement. Reinforcement materials are created and updated based on feedback from stakeholders and legislative, educational, and industry concerns, as well as comparative information obtained from professional literature. Town Hall Meetings include a review of the legal and ethical issues that are of concern locally and nationally, and their effect on students, faculty, and staff in recent years. The thrust is to continuously reinforce the importance of ethical behavior and decision making at Coyote.

The Code of Ethics is presented during orientation sessions for students, integrated throughout the curriculum, published in articles, and addressed through case studies published in the *Coyote Courier*, along with student and faculty responses to the dilemmas posed. The college Ombudsperson is currently developing a secure site on Coyote's web page that will allow students to make inquiries regarding ethical issues with the assurance that their identity is not traceable. This site will enhance the ability of the Ombudsperson to be an advocate for any student, and will be an additional source of information regarding ethical issues affecting Coyote. Key issues then may be addressed through training, behavior reinforcement, or legal action.

1.2b Coyote seeks a high degree of visibility to enhance the image of the college as a good place to work or attend school. In the annual planning cycle, the Leadership Team develops targeted areas for involvement in area communities that will leverage Coyote's ability to promote access, service local constituents, and reinforce the college's vision, mission, and values. As a guideline, the Leadership Team uses the following criteria to aid in its selection of targeted activities:

- The activity meets Coyote's values.
- The local community supports the activity.
- Resource needs are within Coyote's capability to provide.

- The activity is needed by the community.
- The activity will have a potential positive impact on the college itself and its people.

In order to enhance the learning processes, Coyote has established partnerships with many local businesses, four-year colleges, and governing agencies. Representatives of these organizations serve on Curriculum Advisory Teams, and many serve as adjunct faculty members. The college is a catalyst for sharing technologies and facilitating technology transfer by effectively using resources and by building and sustaining community alliances. Efforts to collaborate with business, labor, and government to create and maintain a highly trained workforce help attract and sustain businesses that contribute to the community's economic well-being and quality of life. Coyote's partnerships enable the college to maintain a technological edge and to respond to the needs of its students for skills that will enhance their capacity for self-directed learning and increase their employability. Coyote's efforts to strengthen its key communities create institutional climates, processes, and opportunities that encourage civility, responsibility, commitment, collaboration, and personal respect in its college life.

One of Coyote's exemplary efforts is its involvement as a local leader in the National Technology Literacy Challenge (NTLC). This is a six-year, federally supported program, designed to catalyze state, local, and private sector partnerships in every state to achieve educational technology goals and to spur private, state, and local investment in education technology. Coyote students and faculty are volunteering time, working together with targeted public elementary and high schools to promote technology literacy. This includes facilitating classes in these schools, designing curriculum and software for distribution, and providing tutoring on computer skills. Coyote is also partnering with local industries to ensure that high-technology equipment is available in schools in low-income areas and in districts with the greatest need for technology. Through Coyote's involvement in NTLC, students and faculty are able to experiment with creative new ways to use technology for learning while also supporting the community. Other key community activities include volunteering at local health organizations, such as the Albuquerque Rape Prevention Clinic, and Learning Partners for Tomorrow, participating in the Albuquerque AIDS Walk, and providing tutoring for disadvantaged junior and high school students as well as adults selected by the stakeholders.

Partnerships also play a role in Coyote's community activities. The latest partnership efforts include an attempt to align college programs and services related to expanding the employment options for the typically underserved and unserved students in the Albuquerque region. This partnership effort includes the establishment of a $400,000 comprehensive workforce development education program with a contract manufacturer (QualCo, Inc.) that is among the fastest growing firms in New Mexico. This program involves partnerships with the Albuquerque Chamber of Commerce, the Albuquerque Quality Council, the Albuquerque Business Council, New Mexico 2000, the Department of Economic Security, and the New Mexico Workforce Center. The program also includes career advocates who encourage and support new entrants to the workforce and a leadership academy that educates and encourages women and minorities, including Hispanics and Native Americans, to take advantage of leadership opportunities.

The annual Coyote Student Satisfaction Survey (CSSS) and SGA inputs indicate that students value participation in community outreach as an important part of their learning. This finding has resulted in the development of several service learning programs that involve students in organized community service to address local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. These activities have included English students assisting in adult literacy programs, nursing students providing home health care to the disabled and elderly, chemistry students educating elementary school students on the proper disposal of household hazardous waste, accounting students helping senior citizens with tax returns, and criminal justice students patrolling downtown streets in a community watch program.

2 Strategic Planning

2.1 Strategy Development

2.1a(1,2) Coyote began to use a formal, structured strategic planning process in 1994. In 1995, external stakeholder input was significantly expanded. In 1996, the SBCC adopted a strategic planning process using the Coyote process as a model. Consequently, a step to align Coyote's plan with the state plan had to be added that year. Finally, Coyote's strategic planning process underwent a major revision in the 1998/99 planning cycle to integrate the performance measurement system with the process. The revision was driven by an evaluation of the effectiveness of past years' plans and planning processes. Several key opportunities for improvement were identified. First, it was felt that the process had limited focus on "doing things right" but did not address "doing the right things." Second, the implementation and deployment processes yielded inconsistent results across the various campuses and departments. Dr. Janet Faraday of the University of North Mountain agreed to work with Coyote to revise the process using a balanced scorecard technique. Measures were designed for each of the critical outcomes identified in the planning process and are now used to drive, guide, and deploy strategic initiatives and ensure alignment. The Coyote balanced scorecard is called the LEARNing Board (Figure 1.1-4).

The Strategic Planning Council (SPC), which spearheads the strategic planning process, is led by Dr. Paul Winden, Director of Institutional Planning and Research, and includes all members of the Leadership Team, two representatives from each of the Process Teams, and all division chairs.

Phase I - Gathering Stakeholder Input

The SPC begins the process of gathering stakeholder input for the strategic plan with a review of the SBCC strategic plan to determine critical statewide outcomes Coyote should support in order to ensure alignment. SBCC outcomes are classified by the amount of Coyote support required to ensure success. In addition, internal and external stakeholder groups provide input for the strategic planning process through methods such as surveys and interviews. A list of external stakeholder inputs is shown in Figure 2.1-1. The internal stakeholder inputs are shown in Figure 2.1-2. Additional methods for obtaining information from students and other stakeholders are discussed in Items 3.1 and 3.2.

Phase II - Identifying the LEARNing Board Critical Outcomes

In sessions facilitated by Dr. Faraday, the SPC reviews Coyote's mission and vision and develops the critical outcomes for each of the LEARNing Board Views based on the input of internal and external stakeholders. The LEARNing Board outcomes are shown in Figure 2.1-3 and are coded with a letter and number to allow cross-referencing with key measures (Figure 1.1-4) and strategies (Figures 2.1-4, 2.1-5, 2.2-1, and 2.2-2). When this process was first completed in 1998, each outcome was rated for importance and current level of satisfaction. The 20 critical outcomes selected for the LEARNing Board at that time serve as Coyote's focus now and into the future. The outcomes included in the four quadrants address all of Coyote's key stakeholders: students, four-year colleges and universities, employers, taxpayers, the SBCC, the BOG, and faculty and staff. When there are major adjustments to the LEARNing Board outcomes, changes are presented to the BOG for approval.

Phase III - Designing the LEARNing Board Measures

The Leadership Team develops LEARNing Board measures for each of Coyote's critical outcomes. Measures in the LEARNing Board are balanced between leading and lagging indicators and support internal and external stakeholder outcomes. Therefore, these measures are designed to address all key aspects of Coyote's learning excellence philosophy. An effects matrix is constructed to examine the potential impact of each measure on the others. Using this tool, Coyote is able to identify and mitigate potentially negative effects of actions. The LEARNing Board measures (Figure 1.1-4) serve as the basis for ongoing organizational performance reviews.

Phase IV - Identifying Long-Term and Near-Term Strategic Objectives

All outcomes addressed on the LEARNing Board are critical to the success of Coyote and are continually monitored by the Leadership Team. Given limited resources, strategic objectives and action plans to effect these outcomes must be prioritized to allow concentrated effort in the areas with the greatest potential benefit. Therefore, while all of the LEARNing Board measures are being continually monitored, objectives and strategic action plans will be focused only on a few of the critical outcomes. To that end, the SPC must identify key near-term strategic objectives (Figure 2.1-4) by calculating the opportunity rating for each LEARNing Board outcome. This formula considers the importance of the outcome and key stakeholders' current level of satisfaction. The outcomes with the highest opportunity ratings became the key near-term objectives with detailed organization-level action plans. Figure 2.1-4 shows that "Increase fiscal efficiency (F5)," "Increase the percentage of faculty/staff who have the skills they need to be effective (R2)," and "Increase the percentage of faculty/staff who have the tools to optimize productivity (R3)" emerged as the outcomes with the highest opportunity ratings in the 1999/00 planning cycle.

Next, the SPC identifies long-term strategic objectives (Figure 2.1-5). A variety of data are reviewed, including demographic trend data, emerging technologies that have potential application in education, and data provided by the Economic

Stakeholder Group	Method	Type of Input	LEARNing Board View
BOG	Structured interviews	• Requirements • Needs	Funder/Financial View
SBCC	Structured interviews, review of the current SBCC strategic plan	• Requirements • Needs (including future program need projections) • Budgetary projections • Comparative data	Funder/Financial View
Accreditors	Review of current standards and criteria	• Requirements	Internal Process View
State Legislators	Structured interviews	• Requirements • Needs	Funder/Financial View
Current, Past, and Potential Credit Students AA Students AS Students	Focus groups	• Current needs • Future needs • Level of satisfaction	Student/Participant View
Current, Past, and Potential Noncredit Students and Participants Businesses (contract training) Life-long Learning Participants	Structured interviews/focus groups	• Current needs • Future needs • Level of satisfaction • Comparative data	Student/Participant View
Employers	Structured interviews	• Current needs • Future needs • Level of satisfaction • Comparative data	Student/Participant View
Four-Year Colleges and Universities	Structured interviews	• Current needs • Future needs • Level of satisfaction • Comparative data	Student/Participant View
Local High Schools	Structured interviews, review of demographic data	• Information on potential customers	Student/Participant View

Figure 2.1-1 External Stakeholder Input

Development Council on anticipated employment and business trends in the region over the next two to five years. Based on these inputs and a five-year plan developed through the Baldrige assessment process, long-term success factors are identified. Key long-term strategic objectives (Figure 2.1-5) are "Increase the value/impact of Coyote's programs (S2)" and "Increase access to programs (P3)." The data also led to the identification of three key target groups that currently are underserved in Coyote's service region and that will be the focus of increasing access efforts. These groups are single parents, the economically disadvantaged, and physically disabled members of the community.

Phase V - BOG Session

The SPC presents the LEARNing Board and strategic initiatives to the BOG along with an overview of the stakeholder, market, and performance information used in the development process.

Phase VI - Roll-Out

Dr. Brooks holds an all-hands meeting on each campus. The LEARNing Board and strategic initiatives are presented and questions and discussion encouraged. A chat room has been established on the Intranet for feedback and additional questions. The SPC members take turns participating in the chat room sessions and answering questions.

The SPC meets quarterly to review progress on key initiatives, review performance and budget data specifically related to the plan, and make any adjustments to the plan to stay on track. The results of these quarterly meetings are posted on the Intranet using the same chat room technique to encourage feedback.

2.1b Figure 2.1-4 shows Coyote's key near-term objectives. Long-term objectives identified in the 1999/00 planning process described in Area 2.1a are shown in Figure 2.1-5.

Area of Focus	Type of Input	Method	Source
Faculty and Staff	Needs and requirements, capabilities	• Faculty/Staff Satisfaction Survey • Capabilities matrix • Performance data	Business Support Services Team, Human Resource Subteam
Faculty	Needs and requirements	• Structured interview	Collective Bargaining Unit
Budget	Budget data, 1997–2000 (projected)	• Trends, variances, projections	Business Support Services Team, Accounting Subteam
Legal Risks	Risk assessment	• Legal Risk Assessment Report 1999	College Attorney's Office
Environmental Risks	Risk assessment	• Facility Assessment and Environmental Review—Coyote Community College Campuses 1999	Business Support Services Team, Facilities Subteam
Technology	Educational technology evaluation	• Review of current technology in use at Coyote, including performance data • Evaluation of potential additional technologies for future use	Learning Team, Distributed Education Subteam

Figure 2.1-2 Internal Stakeholder Input

The importance/satisfaction ratings solicited from all stakeholder groups during Phase I of the Strategic Planning/LEARNing Board process ensure that these stakeholders have a direct impact on Coyote's process for selecting and prioritizing outcomes that drive the college's strategic initiatives.

2.2 Strategy Deployment

2.2a(1) Once the SPC Leadership Team defines the key strategic objectives, each Process Team with key ownership of an objective develops a framework for short-term goals. This is accomplished through analyzing specific trend data and comparative data and by using the technical expertise of the team. Working iteratively with each of the subteams, academic divisions, and support offices, specific actions are developed. Action plans are linked with LEARNing Board measures, targets, resource requirements, budget needs, and key milestones. In addition to the input process in Phase I, the subteams provide a vehicle for widespread involvement of faculty, staff, and students in the planning process.

Process Teams check the proposed actions of each of the subteams to ensure that they optimize the Coyote system and are synergistic. Then the SPC integrates all of the Process Team action plans into the Coyote Operating Plan. The SPC uses an effects matrix to assess whether, in the aggregate, the actions will have any of three effects: (1) accomplish the intended

Funder/Financial View		Internal Process View	
F1	Maintain level of state funding	P1	Increase the design and development of high-impact programs
F2	Increase total revenue from tuition and fees	P2	Increase instructional effectiveness
F3	Increase donations to the Foundation	P3	Increase access to programs
F4	Increase grant funding	P4	Increase effectiveness of student services
F5	Increase fiscal efficiency	P5	Increase the effectiveness of support processes
Student/Participant View		**Innovation and Resource View**	
S1	Increase credit enrollment and non-credit participation	R1	Increase faculty/staff retention
S2	Increase the value/impact of Coyote's programs	R2	Increase the percentage of faculty/staff who have the skills they need to be effective
S3	Increase course offerings meeting student/participant needs	R3	Increase the percentage of faculty/staff who have the tools to optimize productivity
S4	Increase satisfaction with programs	R4	Increase investment in technology to support learning programs

Figure 2.1-3 LEARNing Board Outcomes (by Quadrant)

Outcome/Objective	LEARNing Board Measure	Owner
Increase fiscal efficiency (F5)	Direct Costs	Leadership Team
Increase the percentage of faculty/staff who have the skills they need to be effective (R2)	Training and Development Opportunities ESL Expertise Training in Key Areas	Business Support Services Team and Learning Team
Increase the percentage of faculty/staff who have the tools to optimize productivity (R3)	Investment in Technology to Support Learning Programs	Business Support Services Team and Learning Team

Figure 2.1-4 Key Near-Term Strategic Objectives

strategic guidance objectives, (2) have a negative effect on any of the other LEARNing Board outcomes, or (3) move the college appropriately to accomplish the long-term strategies. If unintended negative effects are discovered, mitigation plans are developed to reduce or eliminate the impact.

Figure 2.2-1 is a summary of Coyote's key near- and long-term operational action plans. Four major program/delivery changes are required to support the strategic objectives:

- Expansion of the interactive video system that connects the three campuses together will be required. This change supports two key objectives. "Increase fiscal efficiency" will be affected because, as Coyote is able to offer a class at multiple locations simultaneously, enrollments will increase in some difficult-to-fill classes. In addition, this technology cuts commuting costs for students and thus supports the objective, "Increase access to programs," particularly for economically disadvantaged students, one of the key target groups.
- Implementation of fully interactive classes offered through the Internet, with an eventual expansion to offer select full degree programs through this medium, will support several objectives. As enrollment expands, Internet-based delivery supports "Increase fiscal efficiency" by keeping capital investment in new facilities to a minimum. Further, Internet-based courses are an important tool in expanding access to two key target groups—single parents (who are often economically disadvantaged and face time and schedule constraints) and disabled members of the community.
- The establishment of a Campus Center at the Three Nations Reservation supports the objective to "Increase access to programs." Offerings at this Center eventually will be expanded to include select degree programs. This effort is supported by Coyote's partnership with the Three Nations Council and will be implemented with its guidance.
- The Coyote Day Care Center will be expanded to accommodate the needs of students with young children. This change will support "Increase access to programs," specifically for single parents, who often are economically disadvantaged, and it will support enrollment growth in general by making a college education possible for more members of the community.

2.2a(2) In keeping with the LEARN philosophy, human resource actions are key to enabling the faculty and staff to fulfill Coyote's strategic plan requirements. Figure 2.2-2 is a summary of Coyote's human resource plans for 1999/00. The strategic planning process drives near-term human resource requirements that enable the faculty to perform effectively as learning facilitators and to have the capacity to work skillfully in a technological environment. The addition of the Learning Center at the Three Nations Reservation Campus Center will require faculty and staff rotation based on current program offerings.

2.2a(3) In addition to ownership of individual objectives, all of the Process Teams develop specific lower-level plans to maximize improvement in learning in their respective areas. This entails assigning appropriate actions to various subteams. The Process Teams work with the subteams to decide how best to accomplish the actions and budget requirements to support the plans.

Outcome/Objective	LEARNing Board Measure	Owner
Increase the value/impact of Coyote's programs (S2)	• Student Goal Attainment • Course Completion Rate • Number of Students Completing Occupational Degree and Certificate Programs • Passing Rates on Licensure and Certification Exams	Learning Team and Business and Community Services Team
Increase access to programs (P3)	Access for Underserved Groups	Leadership Team, Learning Team, and Business Support Services Team

Figure 2.1-5 Key Long-Term Strategic Objectives

Near-Term Action Plans/Measures (one to two years)	Best in State Comparisons	Target 2000/01	Results Reported in
1. Increase fiscal efficiency (F5)			
1.a. Maximize use of staff toward learning			
• % of total budget in direct costs	82%	85%	7.3-6
1.b. Increase grants, business developments, and other sources of nonpublic funding (F3, F4)			
• % of budget from nonpublic funding revenue	12%	18%	7.3-1
2. Increase the percentage of faculty/staff who have the skills they need to be effective (R2)			
2.a. Increase the ability of faculty to use technology to enhance learning			
• % of faculty trained in the use of technology learning tools (as specified in the Technology Plan)	Not available	95%	7.4-3
2.b. Increase the ability of staff to use technology to enhance productivity			
• % of staff trained in the use of technology to enhance productivity (as specified in the Technology Plan)	Not available	95%	7.4-3
3. Increase the percentage of faculty/staff who have the tools to optimize productivity (R3)			
3.a. Increase faculty and staff productivity through technology tool availability			
• % of faculty and staff with access to the Internet and e-mail (as specified in the Technology Plan)	Not available	100%	7.5-5
• % of faculty with access to multimedia capable computers (as specified in the Technology Plan)	Not available	85%	7.5-5

Long-Term Action Plans/Measures (two to five years) [Comparisons are to Current State Best/Projected 2003]	Comparisons	2000 –01	2001 –02	2002 –03	2003 –04
4. Increase the value/impact of Coyote's programs (S2)					
4.a. Increase student experience in business/industry prior to graduation (credit)					
• % of students enrolled in at least one internship in their degree programs	40/50%	50%	65%	65%	65%
• % of students with a business/industry mentor	Not Available	5%	10%	20%	20%
5. Increase access to programs (P3)					
5.a. Increase enrollment of physically disabled students	3%/3%	5%	7%	7%	7%
• % of technology-delivered offerings	10/15	7%	15%	25%	25%
• % of buildings that are fully accessible	75/80	85%	90%	100%	100%
5.b. Increase enrollment of students who are single parents	NA	22%	28%	35%	35%
• # of children of students in day care program	0	20	60	80	80
5.c. Increase enrollment of economically disadvantaged students	2%/2%	11%	13%	14%	15%
• # of offerings at Three Nations Reservation Campus Center	Not Applicable	4	9	15	22
• % of Native American students successful in remedial preparation	Not Applicable	50%	60%	70%	80%
• # of students using the Learning Center at the Three Nations Reservation Campus Center	Not Applicable	10	20	40	60

Figure 2.2-1 Coyote's Near- and Long-Term Operational Action Plans

Review of progress on the action plans is a primary responsibility of the Process Teams, which meet monthly for this purpose. If teams are falling behind in implementing the plans or need assistance, the Process Teams provide support, such as additional resources or adjustments in personnel assignments. Quarterly, the Process Teams report progress on plans to the Leadership Team during strategic planning meetings. Exception reporting is used, whereby items reported are only those that have significant variation, either positive or negative, from the plans. The Leadership Team, in turn, reports any significant variation from the plans to the BOG.

College Objectives	Changes in Work Design	Faculty and Staff Preparation and Development	Recruitment
1. Increase fiscal efficiency (F5)	• Lower budget responsibility one level	Train 60% of faculty and staff on performance to budget	• Hire one grant writing/development expert
2. Increase the percentage of faculty/staff who have the skills they need to be effective (R2)	• Pair expert faculty or staff with nonexperts	Train 100% of faculty and staff on computer use	• None required
3. Increase the percentage of faculty/staff who have the tools to optimize productivity (R3)	• None required	None required	• None required
4. Increase the value impact of Coyote's programs (S2)	• Transfer responsibility from Experiential Learning Subteam to the Learning Team	Increase faculty sabbaticals to industry by 5%	• Hire Director of Experiential Learning
5. Increase access to programs (P3)	• Rotate 10% of faculty (as needed) to remote location — Three Nations Reservation Campus Center • Rotate learning specialists (as needed) to remote location — Three Nations Reservation Campus Center	Train 100% of faculty and staff in diversity	• Hire Director of Cultural Diversity • Hire two additional level 2 team members with carpentry skills for the Facilities Team • Hire two day care workers • Hire one additional student tutor

Figure 2.2-2 Human Resource Plans for 1999/00

2.2a(4) The LEARNing Board (Figure 1.1-4) contains the key performance measures that the Leadership Team continuously monitors for all of the college's critical outcomes. Key LEARNing Board measures for Coyote's current Operational Action Plans are shown in Figure 2.2-1. There are always one or more LEARNing Board measures associated with each of the Operational Action Plans, which allows the Leadership Team to track progress, maintain focus, and ensure alignment. Each Process Team uses the Coyote LEARNing Board and key strategic objectives to develop Operational Quality Measures (OQMs) for the team, ensuring alignment with the strategic direction of the college. The OQMs may be actual LEARNing Board measures, or they may be lower-level measures supporting a LEARNing Board measure.

2.2a(5) The Leadership Team publishes Coyote's strategies and Operational Action Plans electronically, including quarterly updates on progress. This wide access enables faculty, staff, and students throughout Coyote to understand the direction being taken and how all elements, including those in which they are directly involved, work together.

OQMs at the team and individual levels (see cascading process described in Item 4.1) ensure alignment of all activities with college-wide directions and goals. The OQMs guide teams and individuals in determining what are the "right things" to maximize contributions to the accomplishment of college goals. In addition, performance on LEARNing Board measures relative to Operational Action Plans is posted on the Intranet and updated monthly to allow students, staff, and faculty to track progress toward critical goals.

2.2b(1,2) Figure 2.2-1 provides the three-year projections for LEARNing Board measures directly related to current Operational Action Plans. Best-in-state community college comparisons are provided for near-term goals, obtained from analyses conducted by the SBCC. Comparisons for long-term plans include the current state best and the projected best for 2003. In developing these projections, the following assumptions were made:

- There would not be a major downturn in the economy in the region.
- Student entry-level knowledge and skills would not change significantly.
- A major shift in demographics in the region would not occur.
- The comparative schools' current rate of improvement would continue.

3 Student and Stakeholder Focus

3.1 Knowledge of Student Needs and Expectations

3.1a(1) The Learning Team, Entry Team, and Exit Team have primary responsibility for developing and implementing efforts to explore, assess, and analyze student needs and expectations. In order to support the Recognizing Needs aspect of the LEARN philosophy, these teams have developed and implemented formal and informal mechanisms to determine student needs and expectations.

Coyote receives a variety of information from students before they arrive on campus. The Admissions Office, Registrar, Financial Aid Office, Academic Advising Office, and Student Services Office are the key units that get information from incoming students. Basic student data, including background information, demographics, and chosen program or major, are all stored in WILEE. The Coyote Research Center (CRC) sends summary reports to all divisions to give them an idea of the general profile of students entering their areas. The divisions use enrollment information to make course offering and program decisions based on the interests of incoming students.

Through monthly open meetings, the SGA collects a wide variety of information on student needs and expectations. Issues to be discussed at each meeting are published one week before the meeting, and students are encouraged to approach student leaders with their opinions. SGA meetings are open to all students, and the minutes are available on the electronic bulletin board. To ensure that the resulting information is effectively deployed, members of the SGA serve on the Learning Team, Entry Team, and Exit Team. Feedback and information gained through SGA meetings are reported back to these teams as a regular agenda item.

Employers, representatives from feeder schools and recipient universities, current and former students, and faculty serve on Curriculum Advisory Teams within each division. The purpose of these teams is to discuss from different perspectives the academic needs and expectations of current students. The Curriculum Advisory Teams discuss trends and forecasts in an area or subject and how best to assist current students in meeting the changes. While this information helps individual divisions improve programs, recommendations also are sent to the appropriate individuals on the Learning Team, with copies provided to the Leadership Team. The Learning Team analyzes the recommendations and acts on them, either as an immediate concern or as part of curricular changes made through the strategic planning process.

Coyote conducts surveys of graduates, transfer students, and contract students one year and two years after they complete their studies. The surveys focus on two areas: (1) to learn if former students attribute their employment or transfer success to the education they received at Coyote and (2) to see how, based on their experiences at Coyote, the college can better meet the needs and expectations of current and future students.

Informal information collection methods include the Breaking Learning Barriers (BLB) program. During the first week of each month, a Leadership Team member hosts a BLB Brown Bag Lunch for faculty, staff, and students at each campus. At these meetings, students, staff, and faculty are asked to present ideas on how to improve academic methods, facilities, or services. In many cases, questions are raised about rules and activities that may not add value or that are barriers to learning. For those who choose not to verbalize their ideas, suggestion boxes are placed in strategic spots at all campus areas, are available via a secure Internet page, and are available at the lunches. The inputs from the suggestion boxes are discussed at the lunches, which are well attended. This process has generated safety improvements, technology upgrades, and new course and program proposals. Town Hall Meetings also are used to solicit needs and expectations, and members of the Leadership Team meet with each team, division, and student group in weekly roundtables where they can air concerns.

Data gathered through each of these methods are input into WILEE and then aggregated and analyzed by the appropriate Process Teams. As part of the associated analyses, teams assess the impacts that problems, improvements, and successes are having on student learning. The Learning Team coordinates all of the analysis activities to ensure that they are synergistic. The Learning Team also provides an annual report to the Leadership Team during Phase I of the strategic planning process that defines key findings regarding student needs and expectations. Presentations of formal and informal data and information regarding student needs and expectations are standard agenda items for the Entry, Learning, and Exit Teams. These teams produce biannual reports that deploy information throughout divisions and offices.

3.1a(2) Use of facilities, nonacademic offerings, and services are considered during Town Hall Meetings and BLB Brown Bag Lunches. Students are presented with a list of services and asked to discuss or note on index cards the ones they have used, to rate each of those, and to note what they particularly like or do not like about the service. They also can provide suggestions for new services that will enhance the physical environment for learning. The responses are tabulated and aggregated in a variety of ways, including by frequency of use and satisfaction level. Results are analyzed by subteams of the Business Support Services Team. From the findings, services that fall in the middle and lower ranges of responses are tagged for further analysis.

In general, the office or division most closely associated with providing a particular offering is responsible for monitoring the utilization of that service as well as customer satisfaction. In addition to the information collected through Town Hall Meetings and BLB Brown Bag Lunches, trend data are maintained. These information sources are used as the basis for focus group discussions on why students use or do not use the

service, how satisfied or dissatisfied they have been with it, and what could be done to improve it. These offices or divisions also contribute to and review the results of satisfaction surveys. The information is aggregated and sent to the appropriate Process Team. Reports are made on an as-needed basis to the Leadership Team, along with recommendations for improvements or recommendations for continuing to provide a service or offering. Coyote considers services important because they greatly facilitate the ability of the students to participate in active learning by creating a positive environment. Many of the service offices are working with the Institutional Planning and Research Office to develop indicators that not only provide performance information but also demonstrate the impact of a service on a student's learning environment.

The Registrar's Office is responsible for monitoring students' utilization of various academic offerings. This information is then deployed to the divisions and helps the faculty and college administration adjust offerings and achieve maximum utilization of limited resources. Individual divisions also receive information on students through annual student surveys, divisional performance indicators, and face-to-face meetings with students. These sources provide information on the quality of and satisfaction with programs, services, faculty members, staff, facilities, laboratories, and educational methods. Key findings from these discussions are presented in faculty meetings and are included in certain Learning Team reviews.

All utilization data are segmented in a variety of ways, including by age, gender, demographics, and type of student (credit, noncredit, contract training, community outreach). The CRC helps segment and analyze these data so that they may be used effectively to understand impacts on active learning, satisfaction, and development. Understanding data in this manner is particularly important relative to Coyote's long-term objective of increasing access to programs (Figure 2.1-5). In order to do this, Coyote must understand the issues affecting current students and be able to identify the most effective improvements. Most recently, analyses of utilization data have helped the Leadership Team define several key objectives, including expansion of the interactive video system, an increase in the number of Internet-based courses, and the establishment of a new Campus Center at the Three Nations Reservation.

3.1a(3) The needs and requirements of Coyote students are perpetually evolving. Information from current students is continually obtained through the various approaches described in 3.1a(1). Formal approaches to obtaining information regarding future students include an annual District Needs Survey. This survey, which is sent to all of Coyote's feeder high schools, asks about the course and program interests of high school students, the perceived value of Coyote's current programs, and future trends in student needs. A similar survey is conducted among local businesses. As part of the strategic planning process, the Director of Institutional Planning and Research also publishes demographic projections for the state and region. In addition, Coyote uses many of the informal information collection approaches already discussed to address the needs and requirements of future students.

Coyote uses a variety of its listening posts, as well as information from regularly administered High School Senior Surveys, to learn about the needs of traditional students who attend Coyote directly from high school. Coyote faculty members serving on curriculum advisory boards and as advisors in the language arts and mathematics departments in the local school districts function as listening posts. Additional information is gained through attendance at bimonthly meetings of the Albuquerque Business Council and through meetings hosted by Coyote's Admissions Office with representatives from local schools to discuss future student needs and expectations.

Coyote attempts to maintain strong relationships with its graduates. These students provide Coyote with valuable information concerning the adequacy of programs and the quality of services. Since the majority of Coyote's graduates stay in the Albuquerque region, Coyote has many opportunities to maintain close ties and obtain information from these students. Divisions maintain close contact with their graduates by including them on Curriculum Advisory Teams, which take a lead role in identifying changing needs and trends. Graduates also are surveyed one year after leaving Coyote to determine whether their program sufficiently prepared them for their occupation. These surveys also include questions concerning Coyote's student services and facilities.

Once data and information are gathered from the various sources, they are compiled in WILEE, analyzed, linked to the appropriate strategies or operational action plans, and organized into reports that are sent to the Process Teams for their plan development.

The college keeps abreast of demographic trends through participation in city meetings and regional planning efforts. For the last four years, Coyote also has had representation at three regional and national advanced educational workshops that address the changing demographics of students, technology, and advanced learning techniques. This information, plus that retrieved through library and Internet searches, aids in developing a more global perspective of emerging and future student needs. As the job market continues to demand greater competency in basic skills and technology requires new training or retraining in many occupations, the number of students enrolled in community colleges increases daily.

Through its involvement in the community and region, Coyote is continually monitoring changes in the business climate, technology issues, and changes in requirements of the region. Curriculum Advisory Teams also help faculty keep up to date with what areas of knowledge or proficiency will be key for Coyote graduates. Continuing interfaces with industry leaders, the Bureau of Employment Security, and current and former students, as well as participation in community events, are

sources of informal information on the evolving expectations of graduates. The number of technology-based industries using a high degree of digital systems integration is growing rapidly. These industries are highly innovative, with rapid change being the norm; consequently, employees must be continual learners to stay competitive. The rapid technological changes taking place in local businesses also are reflected in the entrance requirements of four-year colleges and universities. In addition, the ability to work on teams and have knowledge of basic quality improvement tools is becoming a key issue among employers.

The close working relationships between Coyote and other universities and schools in the area provide a source of information about planned operations of the other schools, including expansion plans, areas of emphasis, and technology changes. Areas of unique expertise and capability growth are determined collectively at the SBCC so as to appropriate funds for the greatest gain. The SBCC and the BOG also coordinate assessment of the impact of current or potential national, state, or area laws, regulations, or policies that may affect Coyote. The results of the assessments are discussed at the BOG meeting and passed on to the Leadership Team. Subteams are then formed to take action where needed.

In terms of educational alternatives available to future students, a key issue of importance is the availability of distance learning programs at both the state and national levels. The rapid rise in Internet-based and video-based courses offered through community colleges across the nation is forcing Coyote to examine its delivery approaches and technology thrusts. This consideration directly affects Coyote's competition base and therefore affects analysis of data and strategic planning in the short term.

Data and information regarding changing student needs and expectations are evaluated regularly by the Learning Team and Leadership Team prior to and during strategic planning. If the Learning Team identifies a key issue during a semester, it is summarized and passed up to the Leadership Team. If necessary, it also is passed down to the division or office that needs to address the concern.

3.1a(4) In the spring of each year, the Learning Team conducts a review of Coyote's approaches to listening and learning. The team dissects each approach to obtaining information and determines where things went well and where they could be improved. The team also considers whether there are any additional methods or surveys that would improve Coyote's assessment of students' needs and expectations. As part of the improvement process, feedback from the annual state award assessment is considered. As part of the strategic planning process, the Leadership Team looks at key changes in student needs and expectations and assesses how effective Coyote has been at anticipating particular issues. If it appears that Coyote is tending to react to an issue instead of anticipating it, the Leadership Team works with faculty and staff in the affected area to plan what changes are necessary to improve predictions.

3.2 Student and Stakeholder Satisfaction and Relationships

3.2a(1) Coyote builds relationships with students and stakeholders through continuous interactions at a variety of levels throughout the college. By understanding student and stakeholder needs, Coyote is able to identify the most effective approaches for initiating and improving interactions. Most of the methodologies used to build relationships are two-way: information is sought from stakeholders on their needs, and information is provided to them on Coyote's needs through the same forum. Figure 3.2-1 shows the key stakeholders, with the exception of faculty/staff, who are discussed in Category 5; the corresponding needs; and the approaches Coyote uses to build relationships with these stakeholders. One of the key issues in Coyote's management of its stakeholder relationships is whether stakeholders (such as employers who hire Coyote graduates) attribute the success of Coyote's graduates to the education they received at the college.

Coyote builds relationships with area public and private high schools to help understand future students. Coyote implements formal articulation agreements with these schools as discussed in Area 6.3a(1). Coyote also sponsors the Coyote/High School Joint Council, which includes representatives from every public and private high school. Activities of this council led to initiating teacher exchanges with the feeder schools. This exchange allows Coyote faculty the opportunity to meet and view future students.

3.2a(2) Coyote uses the approaches shown in Figure 3.2-1 to build and maintain effective stakeholder relationships. The process for working with stakeholders is decentralized so that the personnel closest to the stakeholder can effectively develop these relationships. The college takes an innovative and proactive approach to reducing physical, emotional, linguistic, and financial barriers to learning, as well as those resulting from inadequate academic preparation. For instance, to address employers' expressed need for greater flexibility in course scheduling, Coyote includes them on the Scheduling Subteam. Common access needs are addressed by aid to the physically and learning disabled, remedial courses and tutoring programs, ESL, special programs for returning students, financial aid, and work study programs. The Entry Team and the Business Support Services Team address special access needs on an as-needed basis.

In order to monitor the effectiveness and progress of the college's key relationships, Coyote uses the measures included on the LEARNing Board. These measures are directly aligned with the four views that represent a balanced perspective of the college's stakeholders. The Leadership Team and Process Teams then can use these measures to ensure that stakeholder needs always are addressed and to monitor the effectiveness and progress of Coyote's key relationships. Figure 3.2-1 demonstrates how many of the key measures from the LEARNing Board directly relate to specific stakeholders. The

Leadership Team tracks these results relative to the college's strategic goals, strategic processes, and action plans to document whether processes truly meet the stated purposes of the college and the needs of stakeholders.

The most important way that Coyote develops interactive partnerships with its stakeholders is through frequent, honest communication. The Leadership Team fosters active communication and assesses whether all key stakeholders are being kept appropriately "in-the-loop" in planning and implementing various approaches. Coyote works diligently to make sure that key stakeholders are actively involved in the decision making, share in the pride of the college's accomplishments, and are heard.

Coyote also develops partnerships with key stakeholders through formal, business, and community partnerships. One example is the partnership with Albuquerque Alive!—a network of agencies working together and sharing resources and ideas so each can become more responsive to customers and stakeholders. Coyote also has many informal relationships developed through the high level of activity of faculty and staff who volunteer their time to different organizations. To ensure that common purposes are being met, all of these relationships are monitored through ongoing informal discussions by members of the Process Team most directly affected, and this information is compiled and reported at the weekly Leadership Team meetings.

3.2a(3) Coyote uses the wide range of approaches discussed in Item 3.1, along with the approaches to building relationships, to obtain complaint information. Whether complaints are made through the SGA, roundtables, Town Hall Meetings,

Stakeholder	Key Stakeholder Needs	Methods for Building Relationships	Key Measures
Students	• Acquisition of needed skills and knowledge • Learning skill development • Accessibility • Flexibility in scheduling • Affordability • Increased capacity for self-directed learning • Responsive services • Effective curriculum	• Town Hall Meetings • Leadership Team luncheons • Coyote roundtable • SGA • President's Post • Coyote chat room • Satisfaction surveys	• Student persistence • Completion rates • Student goal attainment • NMSCE pass rates • Basic skills improvement • Success at transfer institutions • Graduate placement rates/wages • Licensure and certification exam pass rates • Access • Satisfaction results
Four-Year Colleges and Universities	• Strong student academic foundations compatible with higher learning	• Curriculum Advisory Teams • Satisfaction surveys • Articulation agreements	• Student success at transfer institutions • NMSCE pass rates • Student involvement in active learning
Employers	Current/future employees' acquisition of: • Needed skills/knowledge/attitude • Cost-efficient learning • Innovative problem-solving and team skills • Leadership skills • Computer proficiency • Professional proficiency	• Curriculum Advisory Teams • Partnerships to identify economic development needs • Satisfaction surveys • Technology partnerships	• Placement rates/wages • Basic skills improvement • Licensure and certification exam pass rates • Attainment of program competencies • Satisfaction results
SBCC and BOG	• Return for dollar	• Annual meetings	• Enrollment • Funding levels
Taxpayers and Community	• Fulfillment of education needs that are not met by other institutions • Support to region/state • Efficient expenditure of funding	• Community Education and Outreach programs • Albuquerque Alive! • Participation in community events	• Community participation • Enrollment • Responsiveness to needs

Figure 3.2-1 Key Stakeholder Needs, Relationships, and Measures

or formal surveys, the information is forwarded to the appropriate division or office for attention. In many cases, complaints can be explored and resolved through standard meetings of the SGA and Learning Team. Other complaints are collected and resolved through the individual academic divisions. When there is an issue that cuts across divisions or has implications across the college, the issue is forwarded to the Learning Team for additional analysis, review, and learning.

3.2a(4) Coyote evaluates its relationships with its key stakeholders by monitoring data indicators and examining constant feedback from each group. Each year, the Leadership Team also develops a matrix that links each stakeholder to its key contact area within Coyote. The Leadership Team then assesses the quality of each of those relationships based on a set of five questions developed by the Institutional Effectiveness and Assessment Office. If any relationship turns out to be "weak" in the associated analysis, the Leadership Team assigns the Institutional Effectiveness and Assessment Office the job of assisting the area in developing the corresponding relationship.

Annually, the members of the Leadership Team meet with each division and office to help evaluate the quality and effectiveness of the relevant stakeholder relationships. This analysis takes into account the number and types of complaints from each type of stakeholder during the previous year. The Leadership Team member shares lessons learned from other units and provides improvement suggestions.

3.2b(1,2) A key part of Coyote's student outcomes assessment is students' satisfaction with various aspects of their educational experience. Throughout the students' educational stay, Coyote attempts to assess their level of satisfaction with a wide range of experiences, including instruction, curricula, support services, and facilities. Until 1998, this assessment was largely accomplished through surveys conducted by divisions, offices, and teams. Many of the surveys included open-ended questions in addition to specific questions to elicit ideas for additional improvement.

In 1998, Coyote decided to contract with an independent company to conduct the Coyote Student Satisfaction Survey (CSSS). Coyote uses the services of Freedman and Jenkins, whose standardized satisfaction survey is used by over 300 community colleges across the country. Coyote conducts this survey at the end of every fall and spring semester. Faculty members distribute the survey and have the students fill it out during part of a regular class period. The survey allows a comprehensive assessment of a wide variety of areas, including:

- Academic advising and counseling
- Admissions
- Campus climate
- Campus support services
- Concern for the individual
- Financial aid
- Instructional effectiveness
- Instructional support services
- Learning environment
- Response to diverse populations
- Schedule flexibility
- Student centeredness

The CSSS uses a five-point Likert-style scale with 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied. The CSSS measures how satisfied students are in many areas, along with what is really important to students. Results are segmented in a variety of ways, including by student type, demographics, student year, and age. By using the Freedman and Jenkins satisfaction survey, Coyote also receives national average and benchmark comparison scores from other community colleges using the same survey.

Results of the CSSS provide Coyote with important information regarding where to focus resources in order to improve programs and services. The results are used in a variety of ways within Coyote, including divisional goal-setting and action planning, development of annual assessment plans, and assessment of institutional effectiveness. The information also is used for focus group sessions held by the Leadership and Learning Teams.

Coyote determines satisfaction of stakeholders (other than students) through a variety of formal and informal approaches. A listing of the key measurement processes, their frequency, and verification of objectivity and validity are illustrated in Figure 3.2-2. When surveys are used, each survey is approximately one page, with no more than ten questions. A five-point Likert-style satisfaction rating is used for each question, from Very Dissatisfied (1) to Very Satisfied (5). The surveys also have two or three open-ended questions at the conclusion. Initially, committees of pertinent stakeholders, including students, created the surveys. Currently, the questions are reviewed annually by an ad hoc committee of representatives from each team, plus students and external stakeholders, as necessary. Survey questions and design are compared to those of other colleges to identify potential comparative data. The information obtained from these various surveys and approaches can be segmented in a variety of ways, depending on the stakeholder group being studied.

One of the prime considerations of the survey/interview evaluation and improvement process is to ensure that questions are sufficiently relevant to Coyote's educational climate, students, and other stakeholders. This is done by polling a random number of current students, alumni, local employers of graduates, and administrators from four-year colleges and universities. These stakeholders are asked specifically if the questions presented on the surveys and in the interviews are likely to elicit answers that reflect participants' true feelings on the college's educational climate and key needs of the students and other stakeholders.

3.2b(2) Individual faculty and staff members are responsible for following up on interactions with students and other stakeholders in order to get prompt and actionable feedback.

Measurement Process	Frequency	Objectivity and Validity
Surveys and Interviews	Annually	Questions are reviewed by a committee
Focus Groups	As needed	Random selection of members
Roundtable (internal only)	Weekly	Broad spectrum of stakeholders
BLB Program (internal only)	Quarterly	Anonymity
Brown Bag Lunches (internal only)	Weekly	Broad spectrum of stakeholders
Curriculum Advisory Team Meetings	At least once per semester	Wide variety of population segments involved
"Guided" Discussions	As needed	Questions reviewed by a committee
Town Hall Meetings	Monthly	Broad spectrum of stakeholders
Leadership Team Luncheons	Weekly	Broad spectrum of stakeholders

Figure 3.2-2 Measurement Methods of Stakeholder Satisfaction (Other Than Students)

Faculty members do this continually in individual courses, as described in Item 6.1. Each of Coyote's support offices also is responsible for following up on all interactions in order to assess performance and obtain improvement information.

3.2b(3) Through the Freedman and Jenkins survey, Coyote obtains the data necessary to compare student satisfaction results with those of other community colleges around the state and the nation. For the less formal stakeholder satisfaction surveys, Coyote obtains comparable data wherever possible based on survey design. Coyote also receives comparisons through informal discussions held among community college presidents at monthly meetings and an annual conference. Finally, Coyote has begun to compare its findings with those of training businesses outside the field of public education (for example, training centers that offer remedial reading or ESL).

Coyote has an extensive state and national network for determining and comparing stakeholder satisfaction. Data are gathered through journals, conferences, and individual networking of faculty and staff. As with student satisfaction comparisons, stakeholder satisfaction findings are compared with those of other community colleges around the state and with national ratings. Coyote also compares some findings with those of four-year colleges and universities, breaking down statistics by segments such as major area of study.

3.2b(4) Coyote conducts an annual analysis of the stakeholder evaluation process. Elements considered include the scope of responders to surveys and other data collection forms; cycle times for data gathering, analyses, and taking action; and requests for improvement or changes in the data or data collection/analysis process. A subteam uses the process improvement model to implement the improvements.

The college has been conducting some form of data gathering in the eight years since Dr. Brooks became president, and there have been numerous improvement cycles. Recent improvements include the change from more informal student satisfaction measures to the standardized and comparable CSSS.

Each year at the Community College Conference, sponsored by the SBCC, members of an ad hoc committee compare Coyote data-gathering methods with those of other schools. They examine different means of determining student satisfaction, students' experiences with self-directed learning, and students' motivation. To improve reliability, the ad hoc committee has begun comparing Coyote's data gathering instruments with those from businesses and other types of schools such as four-year institutions. During this process, stakeholder input, especially from members of advisory teams, is requested and considered exceptionally valuable.

4 Information and Analysis

4.1 Measurement of Organizational Performance

4.1a(1) Coyote is striving to be a benchmark in the measurement of student and community college performance. Over the past three years, the college has completely overhauled its approach to this area, engaging best-in-class external resources to ensure both the excellence and objectivity of the new system.

In 1997, Dr. Janet Faraday of the University of North Mountain selected Coyote as the subject for the application of balanced scorecard techniques to educational institutions. This approach helps to ensure that all key stakeholders are considered in the selection of performance measures and that measures selected can prompt both corrective and preventive actions.

Dr. Faraday's research is being underwritten by a five-year grant from Southwest Systems Solutions, a highly respected local company that provides balanced scorecard data systems to many private-sector clients. Southwest Systems Solutions has not only provided for Dr. Faraday's salary during this work, but has also provided equipment and supplemental consulting to ensure the success of the installation at Coyote.

The internal staff in this area consists of the Data Management Team (DMT), which coordinates data and information management. The DMT is a cross-functional, eight-person subteam of the Business Support Services Team. Membership includes one representative from the student body, one representative from both full-time and adjunct faculty, and one representative from the administrative staff, who serve on the DMT on a rotational basis. The DMT has as co-leaders one representative from each of the two principal functional organizations responsible for executing the data management system, the Coyote Research Center (CRC) and the Information Systems (IS) Office.

The DMT's purposes are to review Coyote's data management processes for efficiency and effectiveness, coordinate and integrate the activities of the two functional organizations, establish data and information needs, and ensure that data management efforts are complementary instead of redundant.

The IS Office is responsible for maintaining and improving Coyote's automated system and WILEE, and for routing, retaining, compiling, and analyzing data that are collected. The CRC is responsible for identifying, analyzing, and developing state-of-the-art learning technologies to keep Coyote in the forefront of effective learning for the college's type of environment.

These two organizations are primarily involved in supporting the learning environment and, as such, are considered an educational or support process as described in Category 6. Dr. Faraday's work has allowed the DMT to focus on developing an analysis system in WILEE called the Academic Coordinated Measurement Environment (ACME). ACME is accessible through all WILEE connections. ACME systematically ties LEARNing Board measures to actionable OQMs used throughout the organization.

Key quality measures are evaluated and selected by the Leadership Team and incorporated into the LEARNing Board (Figure 1.1-4). This is done as part of the strategic planning process, in conjunction with an annual metrics review conducted by the DMT. Measures may also be adopted, deleted, or modified on an as-needed basis in response to changing conditions uncovered during performance reviews.

Team members take responsibility for selecting OQMs that gauge the effectiveness of their processes in supporting Coyote's mission and strategic goals as defined through the LEARNing Board. The ACME system has structural linkages between LEARNing Board measures and supporting OQMs. Some of these linkages are mathematical in nature, where LEARNing Board measures are actually derived from a combination of lower-level OQMs. An example of this would be the relationship between student satisfaction and the many supporting OQMs sensitive to elements of the CSSS.

Criteria used for the selection of LEARNing Board measures and OQM's include:

- There is a direct relationship to a strategic goal or to a departmental action plan in support of Coyote's strategic goals and operational plan.
- The measures reflect data and/or information that are comparable—through past performance or external benchmarks—providing the ability to evaluate quality and create appropriate goals and projections.
- The measures can be analyzed and are actionable.

The DMT, through the rigorous application of ACME, ensures that the proposed measures are coordinated and mutually reinforcing between related processes to enable correlations to be performed on the data.

DMT members have expertise in helping teams select comparative data sources through the Strategic Benchmarking Process (Figure 4.1-1). Coyote has several methods for selecting comparative sources and conducting benchmarking studies. The database of the SBCC allows Coyote to identify learning institutions across the state that excel in areas of interest. Through the use of this database, teams can be linked quickly to the state's best practices.

In addition, the DMT maintains linkages to the American Legion for Education Excellence (ALEE), which shares both metrics and best practices across its member organizations. ALEE provides "push" information that keeps Coyote apprised of current trends in key measures and practices as well as "pull" information from specific requests Coyote makes that are broadcast across the ALEE membership.

PDSA Cycle	Segments	Process Steps
Plan	Choose Process	• Flowchart process • Collect data
	Research	• Define data criteria • Search Internet/literature • Pick partners
Develop	Observe	• Train team • Define collection details • Establish partner contact • Visit partners
Study	Analyze	• Define gaps • Forecast future gaps • Develop alternatives
	Adapt	• Evaluate alternatives • Develop plan
Act	Improve	• Implement plan • Provide feedback to partners • Evaluate benchmarking process

Figure 4.1-1 The Strategic Benchmarking Process

The DMT coordinates benchmarking visits when key metrics or practices are targeted. The benchmarking visit process includes documentation of the areas of interest, Coyote's current processes, and the desired goal of the visit. It also includes the reporting of findings as well as a "year later" report on the usefulness of the findings for improving Coyote processes. The DMT also coordinates benchmark requests and visits made to Coyote. These are increasing in frequency as Coyote assumes the "state's best" position in many areas and as the ALEE membership grows.

Comparative information is always best-in-class, taken from available data from both inside and outside the academic community. Where Coyote is the best-in-class, comparisons are made to the "next best" to ensure that Coyote continues to excel.

ACME provides a reliable and effective working environment around the LEARNing Board and OQMs. Some of the controls and checks used to maintain this environment are shown in Figure 4.1-2. ACME has a reliable security system that ensures metrics are handled with the appropriate level of confidentiality. It allows easy user interaction to "drill down" through a relationship map to superior, peer, and subordinate measures to evaluate the potential impact of process changes. It also allows rapid comparison of multiple metrics through correlation methodologies and rapid projections, even across multiple metrics, to support forecasting and planning.

4.1a(2) The services of Dr. Faraday and Southwest Systems Solutions have helped Coyote achieve breakthrough improvements in its performance measurement system through the LEARNing Board. The effectiveness of this system will be periodically reviewed as part of Dr. Faraday's long-term research. Members of the CRC and IS Office are being trained to ensure that Coyote is fully capable of continuing to use and improve the LEARNing Board after the completion of the grant work.

The ACME system has built-in checkpoints to review system content related to current strategic and operational issues. These checkpoints use the strategic planning process and IS personnel to retain the high quality of the metric content and the effectiveness of use.

The DMT works with the IS Office and the CRC to ensure that appropriate technology improvements are incorporated into ACME. An example of this includes extensive use of the Internet to allow easy inquiry from prospective students and other members of the public into the non-confidential portions of ACME. This Internet connection also allows Coyote faculty and partners to make inquiries into all ACME areas using appropriate security measures. The IS Office and the CRC apply standard software and hardware management practices to ensure the quality and reliability of the solutions they deliver.

4.2 Analysis of Organizational Performance

4.2a(1) With the support of the DMT, Process Teams and subteams are able to designate both ongoing and ad hoc analyses for the LEARNing Board measures and for OQMs within the ACME system. Currently, Dr. Faraday provides consulting to ensure that the analyses address the overall needs of the college, as this is the focus of her balanced scorecard research. Members of the DMT have also taken on consulting duties under Dr. Faraday's direction, and will be able to continue them when Dr. Faraday's research is completed.

Concern	Controls and Checks
Reliability	• Data entry controls, data error checking, system self-diagnostics, monthly spot-checks of key data, nightly backup of data, weekly backup of applications, built-in virus detectors, uninterrupted power source, automatic failure switching
Rapid Access	• Parallel processing, dataload management, computer updates to power PCs, reconfigured servers, installed gateways
Validity	• Data aging checks, parity checks, redundancy checks

Figure 4.1-2 Actions to Ensure Reliable Data and Information

For overall data (including data not currently connected to the LEARNing Board or OQMs) the DMT, IS Office, and CRC work to ensure simple accessibility and analysis through both front-end and back-end processing approaches. Coyote establishes shared data warehouses (relational databases) to hold original data or pointers to original data. The IS Office provides state-of-the-art search engines and inquiry/analysis applications to minimize the barriers of fragmented data. Some of these approaches have been particularly effective in allowing Coyote to incorporate external data into analyses.

The CRC and the IS Office are responsible for integrating results for the LEARNing Board, analyzing trends, and presenting results to the Leadership Team and Process Teams for review. WILEE and ACME are effective tools for accomplishing this task. Both WILEE and ACME have statistical analysis and correlation packages, which provide automatic updates to key trend graphs and analysis of correlations that have been requested by the Leadership Team or Process Teams. Leadership Team and Process Team meetings are used to review trends in LEARNing Board measures, including key student and learning-related measures. WILEE and ACME also allow all types of performance data to be segmented in a variety of ways, including by division, student year, and student group. Requests for segmentation in other ways can also be addressed as needed.

Key analyses all take place through WILEE and ACME, which ensures that organizational performance reviews all focus on LEARNing Board measures or related OQMs. Since LEARNing Board measures and OQMs are directly related to Coyote's critical outcomes and to strategic plans, focus is always on linking analysis to the college's strategic objectives. The LEARNing Board includes key measures for outcomes that address student performance, learning effectiveness, and other key learning excellence issues.

4.2a(2) The CRC plays a key role in ensuring that the analyses performed in WILEE and ACME are linked to faculty/staff or educational program processes. This is accomplished in part by ensuring that analyses are always focused on LEARNing Board measures or supporting OQMs. The CRC then develops a relationship map between key results measures and the various learning and educational program processes. This is necessary because the CRC is often called upon to generate reports that provide meaningful performance data to external stakeholders such as the SBCC, NCACS, and the Department of Education. Some of these external stakeholder reports are scheduled throughout the year, and some may be special reports, requested to support specific outcomes analysis. Correlations are performed quarterly on the relationship map to ensure that results measures are accurately predicting performance for learning and educational programs.

Generally, the CRC is generating reports that contain data and results that may be used to predict success in educational programs and student performance or may demonstrate outcomes of specific program implementations. The CRC also supports all data needs for grant reporting, which entails reports necessary to support additional or continued funding for specific programs. Internally, these types of data and analyses may be needed by the Leadership Team, Process Teams, or subteams to support day-to-day operations and decision making.

The Learning Team also plays a key role in ensuring that LEARNing Board measures are linked to learning processes and educational outcomes. With support from the CRC, the Learning Team investigates new approaches for measuring student performance and student learning that can be aggregated and analyzed at an organizational level. The Learning Team is the link between organizational analyses performed by the Leadership Team and program and curriculum design performed largely through Division Curriculum Teams.

4.2a(3) Process Teams and subteams are responsible for choosing a balanced scorecard of OQMs related to managing their processes which is also linked to the LEARNing Board. Through the strategic planning process, the Leadership Team creates the high-level LEARNing Board measures to support action plans. Subordinate measures are then generated to support activities that move the action plans forward. The CRC works with the Leadership Team to maintain a relationship map between the process-level OQMs and the organization-wide LEARNing Board measures. Correlations are performed quarterly to ensure that OQMs are effective predictors of overall organizational performance and to ensure that ACME analyses and measures align with strategic action plans.

The CRC provides training and assistance to help teams, divisions, and offices develop, monitor, and analyze appropriate and useful key measures. Teams, divisions, and offices have regular meetings to analyze key trends in key operational performance data and review their own performance data to determine effectiveness. Implemented improvements, interventions, and standardization are monitored to ensure that plans and objectives are being met.

5 Faculty and Staff Focus

5.1 Work Systems

5.1a(1) Coyote's team structure is the principal means by which faculty and staff members work together across organizational lines to achieve strategic goals. In addition to the Leadership Team, the five Process Teams represent the five major strategic processes that are the core of the college's enterprise: Entry, Learning, Exit, Business and Community Services, and Business Support Services (Figure 1.1-1). Each of the Process Teams coordinate and direct subteams for the processes that fall under each of the five core areas (Figure 5.1-1). For instance, the Learning Team oversees, coordinates, and directs subteams in areas including curriculum design and review, teaching and learning, instructional support, assessment, and retention. Subteams in the area of curriculum design include Curriculum Advisory Teams and Division Curriculum Teams as discussed in Item 6.1. The subteams, comprised of faculty, staff, and, in some cases, students, design and implement action plans to accomplish higher-level strategic plans. As in the case of the Business Support Services Team, subteams may also manage the day-to-day activities of key processes such as purchasing, accounting, information services, and facilities.

Faculty responsibilities reflect the LEARN philosophy and are written by the Faculty Development Subteam, which includes union representation. All faculty members, by contract, are responsible for the teaching/learning process in the classroom or through technology-based delivery methods. Full-time faculty also must participate in curriculum development and revision activities through membership on Division Curriculum Teams. Staff responsibilities are written by the Staff Development Subteam in cooperation and agreement with supervisors in each particular area. All documented responsibilities are reviewed annually by the Human Resource Subteam for relevance and currency to Coyote's performance plans.

Teams have been instrumental in fostering cooperation and collaboration among full-time and adjunct faculty, staff, students, administrators, and the community, as well as improving flexibility and responsiveness in college operations. Process Teams and subteams have become the norm for addressing issues, problems, or changes in operation. This provides the faculty, staff, and students with a much better grasp of the various facets of the college's operations. Teams have created widespread knowledge of who does what and how. This, in turn, creates both the knowledge and desire for cooperation among academic divisions and business offices.

The team operating structure has increased faculty and staff comfort with making innovative changes to enhance student achievement, meet student needs, and stay current with the changing needs of Coyote's external stakeholders. The team structure has also helped to foster innovation and individual initiative by creating an environment in which faculty and staff can share their ideas and develop them more quickly and effectively. One example of this comes from the Building and Grounds Subteam. This subteam recognized the potential of a new mowing technology to reduce costs and worked closely with the Purchasing Subteam to establish specifications and negotiate a contract.

As described in Item 6.1, Coyote provides its faculty with many mechanisms to tailor classes to meet the individualized needs of students and incorporate the best pedagogical approaches for a given discipline. The CRC continually seeks to provide the computer hardware and software to support state-of-the-art teaching and individualized learning. For example, a recent addition is a mathematics skills assessment program that identifies needs for remedial math and provides customized tutorials for students in need of assistance.

In addition to the technology resources available to every faculty member, Coyote continues to innovate and refine such unique and effective teaching/learning strategies as classroom assessment techniques and Industry-Team Knowledge

Process Teams	Examples of Subteams
Leadership Team	Faculty Development, Staff Development, Adjunct Faculty, Diversity
Learning Team	Curriculum Advisory Teams, Division Curriculum Teams, Instructional Support, Assessment, Retention
Entry Team	Admissions, Registration, Financial Aid, Academic Advising, Counseling
Exit Team	Career Planning/Placement
Business and Community Services Team	Contract Training, Community Programming
Business Support Services Team	Accounting, Building and Grounds, Data Management Team, Facilities, Human Resources, Information Services, Purchasing, Safety

Figure 5.1-1 Structure of Process Teams and Subteams

Building (ITKB). ITKB is an innovative process by which a full-time faculty member is partnered with an adjunct faculty member in the same discipline to improve active student learning and performance. The purpose of the approach is to add value to students' learning experiences by using the adjunct faculty member's experientially-based knowledge and industry experience to balance the theory presented by the full-time faculty member. This gives the students a more well-rounded basis of understanding of the subject being taught. Both the full-time and adjunct faculty members benefit from each other's knowledge of the subject area. Presently, over 20 such faculty pairs are participating in this process.

To encourage the effective use of these and other teaching/learning strategies, Coyote sponsors monthly informal discussion groups led by full-time and adjunct faculty who are trained in each strategy. These sessions are rotated among all three campuses. The instructors learn and share positive experiences and get advice on opportunities for improvement. Both full-time and adjunct faculty are encouraged to attend these discussion groups.

5.1a(2) Individual Development Plans (IDPs) for each faculty and staff member create opportunities to develop competency and skill goals that are aligned with the college's goals using a capability matrix. Achievement is assessed personally, reviewed by academic division chairs and supervisors, and then documented through the faculty or staff member's portfolio. These portfolios reinforce the faculty or staff member's understanding of their individual impact on the success of Coyote and serve as vehicles for further learning. Full-time faculty members may apply for a training stipend annually to use for professional development. Faculty members who receive the stipend attend conferences and seminars related to their IDP, share their experiences, and identify new opportunities for improvement at Coyote. The network of adjunct faculty is also used to identify summer internships for full-time faculty to gain industry experience. This is coordinated through the Instructional Support subteam. Staff members and administrators whose IDP requires off-campus travel for professional development seminars are supported through a special college-wide travel fund on a rotating basis.

Coyote developed a faculty mentoring process in 1997 to promote improvements in the teaching/learning process by focusing on increasing cooperation and communication among new and experienced faculty and between full-time and adjunct faculty. Master Learning Facilitators are chosen by their peers to help new faculty focus on the best means of improving student learning as they adjust to their new positions. After one year, a networking system of peer mentors helps Coyote maintain its focus on student performance improvement. In 1999, Coyote began to pair mentors and new instructors from different academic divisions. By pairing faculty across different divisions, more open communications and college-wide cooperation occur. Adjunct faculty communicate with their mentors extensively via e-mail and in secure Intranet chat rooms. To encourage faculty to participate in this approach, mentors are granted one course release each year. Division chairs meet annually with mentors to review progress and encourage the mentoring process.

Coyote seeks to build long-term relationships with proven adjunct faculty. Although adjunct faculty are hired on an as-needed basis, and courses may not always be available for them to teach, those who have taught for at least three semesters retain the benefits outlined in Area 5.3b(1) and are provided with the continuing educational opportunities discussed in Item 5.2. In the last few years, an increasing number of adjunct faculty have remained active on teams even though they may not be teaching or compensated during a particular semester. They do so because they understand that their contributions on Process Teams and subteams are making a difference in Coyote's achievement of its mission and, therefore, in the lives of many students.

5.1a(3) Coyote's faculty and staff evaluation system reinforces the focus on students' successful performance by ensuring that IDPs reflect the college's goals and the core values, and by emphasizing learner-centered education. Self-assessment through portfolios provides the means to determine progress to goals and to get help where needed. For example, if a faculty or staff member is not accomplishing his or her goals, assistance is provided through a peer mentor and the Human Resource Office. This assistance includes reviewing the person's longer-term goals to ensure they are realistic.

Every faculty member is formally evaluated two times each semester by the students he or she serves. The students use class time to complete the confidential survey. The results of these student evaluations are shared with faculty members in the middle, and at the end, of every semester and are considered part of annual faculty performance evaluations. The results are also analyzed by the Human Resource Subteam to assess the impacts that training and education are having on student learning and overall college performance. A summary of college-wide results is provided to the Learning Team at the end of each semester. Division chairs meet with their faculty annually to recognize successes and identify strategies for improving teaching.

The Staff Council is responsible for documenting and voicing the collective thoughts of staff members. Recent activities include the improvement of techniques for performing staff performance reviews. The Staff Council assessed several performance review techniques over the past few years, and with the oversight of the Leadership Team, selected the one that is now in place. Under this system, all staff members rate themselves and receive a ranking from their supervisors. The supervisors then discuss the rankings with the individual staff members, and together they set goals for the following year. Each year, all staff members set goals based on Coyote's goals and their particular service area.

5.1a(4) Faculty and staff compensation levels are multitiered as shown in Figure 5.1-2. Three years ago, the compensation system was aligned with the vision and values of LEARN (Area 1.1a) through a joint union-management committee. The tiered structure compensates those who advance their capabilities and skills in methodologies and techniques related to learning, team performance, and administrative skills, and the use of a variety of technological tools. Performance and capability expectations for each level have been established and are documented in Faculty and Staff Guidebooks.

Division chairs and supervisors evaluate candidates for advancement to the next level using the required expertise definitions associated with each compensation level. For faculty, annual salary increases and cost-of-living adjustments are negotiated with the union on a three-year contract basis. For adjunct faculty, the tiered compensation structure provides additional incentive to remain with Coyote for long periods of time to achieve higher expertise levels. In fact, several full-time faculty members started with Coyote as adjunct instructors and joined the college after retirement from their primary jobs.

Recognition, in the form of congratulatory notes from team leaders, formal notices to a person's file, certificates, and formal recognition from the President, generally focuses on team or individual efforts that have improved student performance. All academic divisions and support offices also hold monthly programs to recognize, through more informal means, the faculty and staff members who have taken actions to positively impact stakeholder satisfaction and operational performance. More formal recognition occurs twice a year at a reception given in honor of individual faculty, staff, and teams who have contributed significantly to student learning within Coyote or its community. This event is attended by members of the BOG, the Leadership Team, and prominent community members. Students and peers nominate those who gain this recognition. Recommendations are evaluated by a team of faculty and staff, students, and two members of the Leadership Team. All nominees are invited to participate in open learning forums where the successes are presented and discussed.

Staff members are recognized on each of their five-year service award dates through recognition presentations in their work areas with other faculty and staff members participating in the ceremony. In the spring of 1999, the first Staff Recognition Day was held. On this day, planned entirely by the Staff Council, staff teams are honored for their accomplishments during the past year.

5.1a(5) Coyote's team operating structure (Figures 1.1-1 and 5.1-1) reinforces the concept of faculty and staff working across functional boundaries. The membership on Process Teams and subteams routinely crosses academic divisions and support offices. Focus groups are also used to promote effective communications and cooperation among faculty and staff from different academic divisions and support offices. The groups work together to review issues arising from comments made at the Brown Bag Lunches, issues of articulation, and other issues that are important to student and stakeholder satisfaction.

Communication and cooperation among staff and faculty members across divisions are encouraged as goals in the IDPs. Staff members are encouraged to cross-train in other work areas and are matched with peers with related responsibilities. Since they understand how their work is connected and how the larger work process contributes to Coyote's goals, staff members are often able to assist each other, especially during busy periods. They have also learned to ask questions that clarify the purpose of activities outside their immediate responsibility area.

Faculty			Staff		
Title	**Comp. Level**	**Required Expertise**	**Title**	**Comp. Level**	**Required Expertise**
Division Chairs	3 2 1	Best Practices Curriculum Design Admin. and Community	Director	3 2 1	Best Practices Organizational Design Admin. and Community
Instructor (Full Time)	3 2 1	Instructional Design Team Learning and Technology (advanced) Teaching Methods and Technology (basic)	Manager	3 2 1	Team Development Technology Personnel Evaluation
Instructor (Adjunct)	3 2 1	Team Learning Technology (basic) Teaching Methods	Supervisor	3 2 1	Team Leadership Process Facilitation Administration
			Technician	4 3 2 1	Team Dynamics Process Improvement Personal Development Entry

Figure 5.1-2 Faculty and Staff Compensation Levels

5.1a(6) Two years ago, the national consulting firm, Behavior Development Associates (BDA), was hired to identify the most important skills and behaviors in Coyote's faculty and staff. BDA's work resulted in a list of 30 key attributes, which include cooperation, communication, customer orientation, good judgment, teamwork, continuous improvement, leadership, and organization. An assessment instrument was developed to measure these attributes. Potential faculty and staff members are required to complete the assessment instrument during their interview, which is then analyzed by Human Resources using proprietary BDA software to create a Behavior Quality Index (BQI) that must meet minimum thresholds for employment offers. In addition, each candidate is interviewed by the Learning Team or the appropriate subteam within the unit in which he or she will work. All faculty candidates are required to develop and present a class lecture on a topic of choice. Students are encouraged to attend these presentations and provide feedback.

Open faculty and staff positions are advertised in all regional city and community newspapers, in national outlets such as the *Higher Education Journal*, the publications of "Hispanic Association of Colleges and Universities," and the "African American Association of Colleges and Universities." In addition, position announcements are posted on Coyote's Web site and are sent to a list of traditional minority serving institutions (MSIs) that is maintained by the Equal Opportunity Office of the college. Faculty members, along with Leadership Team representatives, make several visits each year to MSIs to identify potential faculty and staff, and they also work closely with various associations in the southwestern United States to seek qualified Native American candidates. Part-time faculty position announcements are e-mailed to all current part-time faculty and a list of business partners throughout the region.

5.2 Faculty and Staff Education, Training, and Development

5.2a(1,2) The Learning Team compiles statistics from WILEE annually concerning the capabilities and performance of the faculty and staff with respect to the 30 key attributes developed by BDA (see Area 5.1a[6]). The Learning Team works with the Human Resource Subteam to build a prioritized list of development needs. Using a Decision Matrix, the Learning Team identifies and prioritizes the development needs that will be most supportive of the goals. The resultant priorities update the Faculty and Staff Guidebooks, which are published in WILEE. These guidebooks identify the skills and knowledge needed to continue to enhance student achievement and faculty and staff member growth. Faculty and staff members, together with their mentors, use the Guidebooks to identify their individual training and education needs. The Human Resource Subteam compiles the faculty and staff inputs, and the Learning Team determines whether the requested education and training are within the Coyote budget. The budget request is submitted to the Leadership Team. As soon as all budget requests are integrated and are approved, all faculty and staff members are notified which allows them to schedule their specific training and education. Continuing education requirements for faculty teaching in programs requiring certification or licensure, such as Nursing and Emergency Medical Technician (EMT), are incorporated within IDPs, WILEE, and the budgeting process.

Coyote provides workshops and training programs for faculty members covering assessment, effective teaching, and learning environments. Each of the academic divisions also sponsor a wide variety of monthly lecture programs. The divisions also sponsor a seminar series in which outside experts are invited to a Coyote campus to speak on key topics and to interact with faculty, staff, and students. Division and college funds are used to support the majority of these activities, and specialized knowledge or skills training is provided when required. Coyote sponsors a speakers' series focusing on improving teaching, advising, and professional development.

5.2a(3) Each year, returning faculty and staff assess their present capacity and develop their IDPs with a list of possible workshops, classes, and/or independent learning activities. The Faculty and Staff Guidebooks identify learning resources for each of the competencies in the compensation matrix. The division chairs correlate their faculty and staff learning needs with those identified by the college's strategic goals. Using this input, division chairs develop division training plans.

Coyote highly values and supports staff development, just as faculty are strongly supported in their professional development. Key to this philosophy is the concept that everyone is allowed and encouraged to guide their own personal and/or professional development. A decentralized approach is used in determining the type and amount of job-related training required for staff employees. Individual needs are identified at the division or support office level as employees develop their IDP, and are then aggregated into office-level training plans.

Some centralized planning also takes place. College-wide education and training needs are identified annually by the Leadership Team, especially those which are crucial to accomplishing Coyote's goals. In developing these training plans, the Leadership Team considers feedback from several subteams, including Faculty Development, Staff Development, and Adjunct Faculty. The key purpose for systematically planning faculty and staff learning is to ensure that faculty and staff professional growth supports Coyote's strategic goals.

5.2a(4) Coyote delivers education and training to its faculty and staff through numerous means: mentoring, interactive video, "shadowing" Master Learning Facilitators, on-line instruction, classroom workshops, conferences/symposia, and off-campus classes. Most campus workshops and classes are staffed by experienced college faculty/staff or local business partners who are acknowledged as experts in their area. Other training and development opportunities are delivered as part of regional or national conferences. The college also subscribes

to several on-line training programs that are available to faculty and staff. For example, faculty and staff have access to the Radner Group Web site, which provides a comprehensive array of on-line tutorials for computer software packages. Many of Coyote's business partners open their classes to Coyote's faculty and staff. Course evaluations, which are conducted on-line, must be submitted for all formal classes taken in order for attendees to receive credit. The Human Resource Subteam continually evaluates classes and instructors, and its monthly review meetings lead to improvements.

Many educational opportunities to support faculty and staff development are also available through Coyote itself. The college offers access to regular college courses through its Employee Education Program (EEP). The EEP provides an 80 percent waiver of course fees for up to six credit hours of course work each semester. Faculty and staff may take these courses using time during their regular work period, provided they fulfill their job responsibilities as required. The EEP also reimburses expenses associated with other off-campus educational activities if the subject matter of the courses is directly related to the faculty or staff member's duties.

5.2a(5) Coyote holds a week-long orientation for new faculty and staff, attended by Process Team leaders and members of the Leadership Team, where new employees learn about Coyote's culture, its history and future, the concept and reality of LEARN, the means and importance of process improvement, and faculty and staff roles. At the orientation, new faculty members are assigned Master Learning Facilitators as mentors and are enrolled in introductory classes on teamwork and facilitation skills, selection and use of performance metrics, process mapping, and personal leadership, which are scheduled throughout their first year. A special orientation program for adjunct faculty is designed over a Friday afternoon through Saturday to accommodate their schedules and is supplemented with Web-based instruction. Adjunct faculty also are assigned a mentor. Beginning this fall, the orientation will include a day-long training session on multimedia instruction and presentation software, with an additional Saturday session for adjunct faculty.

Halfway through their first year, new faculty members assess their present capability, develop an IDP, and start a portfolio. These new faculty members conduct a review with their mentors covering their self-assessment, IDP, and portfolio and begin consideration of self-directed learning options for the next year. After their first six months, new faculty are surveyed regarding the effectiveness of the mentoring program.

The Leadership Team works with the Human Resource Subteam to ensure that specific specialized training courses are in place to support Coyote's strategic goals. These courses include topics such as process improvement methods, team dynamics, use of technology in the classroom, and budget management (Figure 7.4-3). Since 1995, Coyote has significantly increased faculty training in the areas of individualized learning and mentoring to meet the changing needs of students and stakeholders (Figure 7.4-2).

5.2a(6) The Faculty Development and Staff Development Subteams sponsor bimonthly workshops for faculty and staff that focus on implementing LEARN. All faculty and staff receive an open invitation to attend any workshop sessions, and agendas are made available well in advance via WILEE. The process improvement model, best practices benchmarking, effective student assessment practices, and the use of technology are all addressed in orientation and subsequent IDPs.

5.2a(7) The direct link between the education and training received and the IDPs reinforces new learning. When a faculty or staff member completes education and/or training, the supervisor is notified of the completion. At that faculty or staff member's next semiannual IDP review, the supervisor must enter into WILEE an evaluation of the performance change attributable to use of the new skill or knowledge. The mentor also receives a copy of the learning completion so they can advise the employee on using the skill. Supervisors are encouraged to recognize applications of new learning through congratulatory letters and other forms of recognition. A component of each supervisor's evaluation addresses improvements in performance of the supervisor's faculty and staff.

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a Coyote realizes that to have faculty and staff satisfaction, it must offer a safe and healthy work environment. To accomplish this goal, the college conducts semiannual internal inspections through the Business Support Services Team. Students, faculty, staff, and other internal and external stakeholders who use the college facilities on a regular basis are surveyed regarding their satisfaction with the conditions at Coyote. Responses are compiled into reports that are reviewed by the Business Support Services Team and developed into action plans. Each division chair also conducts a monthly safety inspection of their assigned areas using a checklist developed by a Safety Subteam of faculty, staff, and students. All discrepancies are logged into WILEE with an associated action plan. The Business Support Services Team analyzes information from all divisions to determine if systemic problems are being identified. If so, all affected divisions participate in a problem-solving team that includes representatives from various teams, guided by the Business Support Services Team.

All campus facilities fully comply with the Americans with Disabilities Act (ADA). All computer workstations have been ergonomically designed. One team is currently assessing the potential for ergonomic problems in the campus laboratories. All faculty and staff receive at least two hours training each year on how to prevent repetitive motion injuries and how to detect the onset of such injuries.

The general physical health of faculty and staff is important to Coyote, and the college encourages a holistic view of the health, safety, and well-being of faculty, staff, and their families. Coyote's Wellness Center, for example, not only conducts free screening programs, such as blood pressure and cholesterol, but also sponsors seminars on health-related issues like nutrition, AIDS awareness, and cancer prevention. For a minimal fee, faculty, staff, and students can receive personal wellness assessments (with much more overall scope and detail than the blood pressure and cholesterol screenings), which include information on diet, exercise, and other factors that meet the individual's needs. The Wellness Center also makes referrals to counselors and psychologists for personal, emotional, or mental problems. Nurses and health counselors are available from 7:00 AM until 7:00 PM, with a physician on call. Another service provided at the Wellness Center for faculty and staff is counseling for personal problems, with referrals made to support groups.

Figure 5.3-1 summarizes the key environmental factors that Coyote monitors for the work environment.

5.3b(1) Numerous opportunities are available to faculty and staff for their overall well-being. Coyote's main campus has a well-equipped gymnasium, including a weightlifting room, basketball court, running track, softball field, two racquet-ball courts, an aerobic exercise room with classes held from early morning through the evening, locker/shower facilities, and areas for outdoor athletic activities. Coyote also has an active outdoors program which includes day hikes, camping trips, and one- to two-week programs of specialty trips during course breaks and over the summer. Coyote has an agreement with local golf courses that allows faculty and staff to hold tournaments each fall and spring free-of-charge. Social outings are planned around the sports tournaments, as well as other college functions. Coyote has a fine arts theater, the Desert Spring Performing Arts Center, where numerous professional, student, and community performances are held each year.

Coyote has a variety of benefit packages for full-time faculty and staff, including medical, dental, group life, long-term disability, accidental death and dismemberment, retirement disability, and death benefit plans. In addition, both full-time and adjunct faculty and staff benefit from bookstore discounts, tuition reimbursement (EEP), and tax deferred annuity programs. Both pre-school and day care programs are available.

The Career Center offers assistance to faculty and staff as well as to students, including administering instruments such as the McGuire-Smith Personality Indicator, skill assessments, and employability assessments.

5.3b(2) Being a part of a multicultural community, Coyote recognizes diversity not only in its student body, but also in its faculty and staff. In 1994, the President appointed a Diversity Task Force that developed a Strategic Diversity Plan (SDP). The SDP defines a vision for the college to be a leader for constructive dialog on diversity in areas such as culture, race, gender, and physical ability and in building an atmosphere of mutual respect. With regard to faculty and staff, the SDP provides educational programs that promote diversity, established an ombudsperson to deal with diversity concerns, instituted an award for exceptional performance or contributions to enhancing diversity, and revamped the college's hiring and recruiting practices. The task force has evolved into a standing Diversity Subteam that reports directly to the Leadership Team.

5.3c(1,2) Factors or criteria used in the determination of faculty and staff satisfaction, well-being, and motivation differ by employee since employees have individualized plans, designed to fit their needs. However, all tie to Coyote's strategic goals and the focus on improving student learning and performance. The Leadership Team assesses the information obtained from surveys and other means (see 5.3c[2]) annually to identify any new issues regarding satisfaction and motivation.

5.3c(2) The satisfaction, well-being, and motivation of faculty and staff are essential to the LEARN philosophy. These are determined through surveys, discussions at the Brown Bag Lunches, the President's Post, focus groups, and other means (Figure 5.3-2). Frequency of the determination depends upon the method. The Faculty/Staff Satisfaction Survey has a common set of core questions, mainly concerning Coyote as a place to work and learn, for both faculty and staff. The survey addresses the following areas:

- Overall satisfaction
- Work environment
- Professional development
- Maintenance and cleanliness
- Food services
- Grounds
- Parking
- Transportation between campuses

Factor	Measure	Target
Safety	Number of accidents/month Safety inspection index	0 100% compliance
Physical Health	Percent sick days	< 1%
Ergonomics	Carpal tunnel syndrome incidents and costs	< 5 incidents per year costs below $30,000

Figure 5.3-1 Key Measures and Targets for Work Environment Factors

- Benefits
- Safety
- Compensation

A five-point scale (Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied) is used to score the areas.

Coyote closely monitors the satisfaction of adjunct faculty because the college is heavily dependent on this faculty group. Faculty turnover is measured by length of service and reviewed annually by the Leadership Team. The Leadership Team also investigates every grievance to determine the cause and correct the system if possible. Any adjunct faculty member who does not renew his or her contract is interviewed by the Human Resource Subteam to determine the reasons. In most cases, the reasons are related to promotions or new responsibilities in the individual's primary job or a lack of commitment to individual responsibilities at Coyote.

Data/Information Gathering Methods	Application
Faculty/Staff Satisfaction Survey	Faculty and Staff
Focus Groups	Faculty and Staff
Brown Bag Lunches	Faculty and Staff
Leadership Team Meetings	Faculty and Staff
Mentor Meetings	Faculty
Turnover	Faculty and Staff
IDP Performance	Faculty and Staff
Worker's Compensation Rate	Faculty and Staff

Figure 5.3-2 Methods to Determine Satisfaction, Well-Being, and Motivation

5.3c(3) The Leadership Team reviews data for safety, well-being, ergonomic issues, and satisfaction as part of an ongoing process. Satisfaction information is deployed to the Leadership Team and Process Teams, which ensures that any perceived problems are handled on the basis of meeting the strategic goals and improving student learning. The teams either take immediate action on the information or include them in the planning process.

Questions that relate to the learning process itself are included on the annual Faculty/Staff Satisfaction Survey. The Human Resource Subteam analyzes this information and convenes focus groups to determine the root causes of the feedback so that improvement action on the process can be undertaken. The annual feedback Coyote receives from the state quality award process provides additional guidance concerning the strengths and opportunities for improvement in the education and training process.

6 Educational and Support Process Management

6.1 Education Design and Delivery

6.1a(1) Coyote's programs and curricula must address student needs as well as the needs of diverse stakeholders including potential employers, four-year colleges and universities, accreditation agencies, and state regulatory agencies. While these stakeholders share some common expectations, each also has some unique needs and/or priorities. In order to ensure that stakeholder needs are all addressed, while maintaining a focus on assessment opportunities, the Learning Team developed the Curriculum Design Process shown in Figure 6.1-1. Although individual inputs, reviews, and approvals may vary slightly depending on whether entire degree programs, individual courses, contract training, or community development programs are being addressed, the overall approach remains the same.

Three groups are involved when implementing the Curriculum Design Process. The Leadership Team responsibilities, shown in dark solid lines in Figure 6.1-1, include ensuring that overall curricula are aligned with strategic and operating plans. The Learning Team responsibilities, shown in light solid lines, include coordinating all curriculum design efforts that are occurring at one time. The Learning Team also coordinates, compiles, and analyzes the input obtained through the strategic planning process and various stakeholder needs assessments described in Category 3. Teams from the academic divisions are the third group, shown in dashed lines in Figure 6.1-1. Teams of faculty, staff, and students from the divisions are often the groups that initiate the design process. From the beginning of the design process, the Division Curriculum Teams are in close contact with the Curriculum Advisory Teams, which provide external expertise and advice. The Curriculum Advisory Teams include members from local businesses and industry, former students, and sometimes representatives from four-year colleges and universities. The Division Curriculum Teams, in partnership with the Curriculum Advisory Teams, explore issues regarding content, prerequisites, sequencing, articulation, scheduling, success indicators, instructional approaches and delivery methods, assessment strategies, and faculty skills training associated with new curricula.

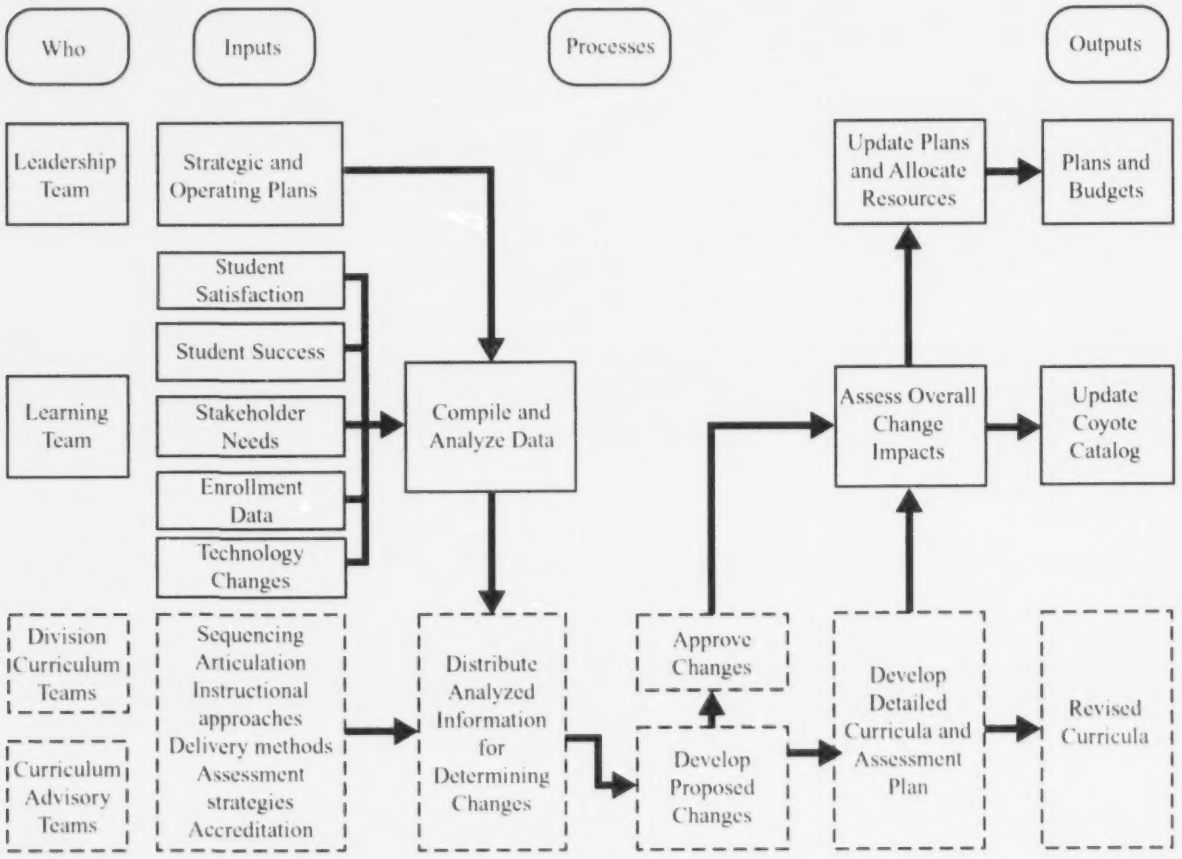

Figure 6.1-1 The Curriculum Design Process

The need for new or improved programs is determined by student demand as expressed through surveys, Curriculum Advisory Teams, or Learning Team reviews of needs research. While the process shown in Figure 6.1-1 is used to coordinate internal inputs to arrive at new curricula, all curricula must be approved by the BOG, and ultimately the SBCC. Also, implications relevant to Coyote's NCACS accreditation and individual program certifications and accreditations must be considered. These matters are most often handled by the Learning Team. The cycle time for the entire curriculum design often can be over one year, due largely to dependence on the state's approval schedule.

The process shown in Figure 6.1-1 is slightly different when used for developing individual courses, contract training courses, and community development programs. The cycle time for development of individual courses is often half of the time of a new degree program or less. The review process is not nearly as stringent for individual courses, with ultimate sign-off needed only by the Dean of Instruction. The Leadership Team has little involvement in the development of individual courses. In order to support Coyote's efforts in implementing new technologies in the classroom, the Vice President of Technology must be included in the input collection and analysis steps of every Division Curriculum Team.

The process for developing contract training courses is significantly shorter still, often taking only weeks to complete, and does not follow the systematic steps shown in Figure 6.1-1. Ideas for contract training courses come directly from the organizations requesting the training, and short cycle times are needed in order to present timely solutions for business and industry. The curricula for many of these courses is often standard and may be purchased and then adapted by internal subject matter experts. In other cases, a subject matter expert may be brought in as adjunct faculty to teach these courses. Organizations requesting these courses go directly through the Vice President of Customized Services or the Business and Community Services Team.

The development process for Community Education and Outreach programs is similar to the contract training course development process in that very specific needs are often presented by community members. It is generally not necessary that cycle times be as short as for contract training, and cycle times of several months are common. The Learning Team is responsible for ensuring that contract training programs and Community Education and Outreach programs adequately align with Coyote's strategic plans and for assessing potential impacts throughout the college.

6.1a(2) Since the introduction of the LEARN philosophy in 1994, Coyote has aggressively moved to adapt instruction in order to prepare students to participate in active learning. Strategies for the development of active learning experiences to enhance curriculum delivery are shared through the Learning Team, the CRC, and campus teaching workshops. Course delivery incorporates knowledge of student learning styles and development so that activities are presented in ways that lead to student development of the targeted ability or knowledge being presented. Although Coyote has begun to introduce a wide variety of technology-based learning techniques into its curriculum, this is not done without attention to specific learning styles and needs of its students.

Individual faculty members meet with their Division Curriculum Team and members of the Learning Team to identify the teaching methodologies that would work best for particular courses. Traditional classroom delivery is continually supplemented with new and innovative techniques. Techniques commonly used within Coyote include:

- Student internships
- Student team projects
- Team problem-solving
- Lab-based instruction
- Case-based experiential learning
- Multimedia instruction
- Computer-based instruction
- Distance learning methods including teleclasses, telecourses, and Internet-based courses

The Learning Team also focuses on developing approaches to segment potential learning styles by Coyote's audience. For example, some students do not do well in a learning environment where they must excel individually and demonstrate individual knowledge, such as in a traditional classroom. Such students may perform much better in a lab or team setting, where they can work together to ensure that the entire group achieves its learning goals. When faculty members have knowledge of different learning styles among their students, they can anticipate these differences and adjust course delivery methods to be successful with particular audiences.

The diverse composition of each of the Curriculum Advisory Teams also helps to ensure that the various student learning needs are considered and addressed in the determination of curriculum changes as well as the delivery methods. This composition also provides the mechanism to address individual student learning needs. For example, each Curriculum Advisory Team has some members from the off-campus learning programs to ensure that the capabilities and limitations of the delivery medium are addressed. This provides a broad spectrum of involvement and opinion on the proposed changes to ensure that all significant differences have been addressed.

To prepare students to become more effective learners, the Learning Team developed a Learning/Education Preferences for Everyone Workshop (LEPEW) that was introduced in the fall of 1995. LEPEW is open to all incoming students at no charge and focuses on a series of assessments to diagnose individual learning styles and preferences. This is designed to assist students in developing adaptive behaviors to capitalize on their learning strengths and overcome weaker areas. Coyote tracks results for Graduation Grade Point Averages (GPAs) and Student Persistence, two primary indicators of student

achievement, to determine the effectiveness of this approach in creating self-directed, active learners. To date, students who have completed the LEPEW have significantly outperformed their counterparts on key measures of student success.

Coyote is currently piloting a program that grew out of LEPEW. Through this program, the Learning Team provides self-selected faculty members with a composite student profile of learning styles for each course they teach, accompanied by a computerized printout of successful strategies to use to address the class profile. During the 1999/2000 school year, ten faculty members are participating in this program, and results will be communicated through the Learning Team and CRC to encourage greater involvement in future years.

6.1a(3) The Curriculum Design Process shown in Figure 6.1-1 helps to ensure that changing student and stakeholder requirements are incorporated into educational programs and offerings. The Learning Team is continually receiving information via the Leadership Team regarding student and stakeholder requirements. These are translated into inputs as needed for individual Division Curriculum Teams.

6.1a(4) Technology has recently become key to Coyote's ability to offer learning experiences appropriate to a wide variety of student learning styles and preferences as suited to the requirements of different subject matter. There are several ways in which new technology is incorporated into educational programs, offerings, and related delivery processes. For entirely new programs, the Learning Team has the responsibility of making the Curriculum Design Teams aware of technology issues that are present in the strategic and operating plans, any new technology issues that have been identified through the strategic planning process, and any issues currently under investigation in the CRC. For individual courses, faculty members may identify new ways of using technology for specific courses.

As courses are adapted, revised, or developed, the Curriculum Design Teams complete a matrix to consider how the new or revised offering will accommodate the primary learning styles and support active learning. Appropriate technologies are selected to support different levels of interactivity, learning modality, and self-paced learning. For example, self-motivated learners who prefer to move at their own pace excel in computer-based courses that allow students to move through material as they master competencies. On the other hand, for students preferring a high degree of interaction, learning is optimized in traditional face-to-face instruction or Internet-based classes. Analysis of learner requirements and delivery methodologies is a critical consideration in the Curriculum Design Process.

6.1a(5) Sequencing is important both for delivering the most appropriate information and for enhancing the probability of student success. It is essential that classes build upon previous course work, do not duplicate previous course work, and take into account the varied needs of Coyote's stakeholders. Division Curriculum Teams construct a matrix of learning objectives and skills to be introduced, mastered, and reinforced in each course. The Learning Team coordinates these matrices throughout the college to ensure that, by completion of a certificate or degree, all key learning objectives and skills are mastered in an integrated fashion.

When Division Curriculum Teams design new degree programs, they must recommend a specific sequence of courses with specific content to the Learning Team. The Learning Team coordinates with divisions college-wide to review programs and changes in programs. Key to these reviews is consideration of the effectiveness of the total academic program after the new or changed program is integrated into it. The Learning Team also coordinates articulation across the divisions to avoid duplication and gaps. The BOG and the SBCC consider the effects of a new degree program on the total education system of the state.

6.1a(6) The Learning Team works together with the Director of Institutional Effectiveness and Assessment to facilitate the development of appropriate assessment plans for educational curricula and programs. The following instructional objectives were developed to assist Division Curriculum Teams in developing appropriate assessment plans and measures: (1) development of appropriate field knowledge; (2) development of critical thinking and problem-solving skills in students; (3) development of students' ability to communicate orally, in writing, and via technology with clarity and style; and (4) development of community interest and civic duty. These objectives help Division Curriculum Teams and faculty conduct annual goal-setting and planning exercises for their particular courses. Through the annual planning process, each division develops key indicators to measure progress in achieving each objective. These indicators link up to the LEARNing Board. Measures and indicators are continually reviewed by the Learning Team and semiannually by the Leadership Team to determine if students are achieving divisional and college-wide objectives. The measures and indicators also become a foundation for the IDPs of the faculty and staff involved in piloting and implementing the courses.

Formative assessment occurs in individual courses, primarily through individual faculty members. Faculty members use a variety of academic performance measures to identify problems, make course adjustments, and determine root causes. Learning Team subteams often help faculty to analyze results of performance measures in order to make course improvements. Faculty also define learning objectives for each of their courses. Pre-, mid-, and post-tests are then conducted each semester to determine progress relative to the learning objectives. Faculty members are encouraged to use weekly one-minute student evaluations to help assess their effectiveness in teaching key learning points.

Summative assessment occurs through a variety of methods, including at the highest level, accreditation reviews by the NCACS. The accreditation process allows for a

comprehensive, overall judgment of the entire college. Many individual divisions and certificate programs also undergo reviews by professional accrediting or certification boards. Most of Coyote's divisions use their Curriculum Advisory Teams to conduct annual reviews of the relevance, effectiveness, and rigor of their educational curricula and programs. Three-to-five-year divisional reviews include a summary of the last five to ten years of annual reviews and depict trends, implemented improvements, results, and difficulties related to key student performance measures.

6.1a(7) When developing detailed program and course designs, Division Curriculum Teams determine what capabilities are already covered by existing faculty and what gaps exist. Where gaps are identified, specific educational opportunities may be provided for faculty members to expand into new areas. This may include participation in faculty or industry internships, visiting professional programs, and scholar programs. Major gaps may signal a change in the recruiting needs for a specific division. It is a Coyote policy that no new or modified offering will be presented to students until the supporting infrastructure is in place, including facilities, trained faculty and staff, teaching materials, and student materials.

Faculty are assisted in their efforts to adapt and revise their courses to support a variety of learner preferences. Two faculty development workshops have been offered annually since 1995 by the Learning Team, "Producing Multimedia Shows to Support Instruction" and "Adapting Instructional Styles to Maximize Learning." In 1997, the Learning Team recognized that the accommodation of learning styles should be extended to assessment methodologies. The Learning Team added a unit on alternative assessment techniques to "Adapting Instructional Styles to Maximize Learning" and set up a special chat room for faculty devoted to sharing ideas and experiences with alternative assessments.

6.1b(1) Coyote uses a wide variety of feedback and assessment results to ensure that programs and offerings meet key design and delivery requirements. These results include passing rates on licensure and certification exams (Figure 7.1-3), occupational degree and certificate completion rates (Figure 7.1-2), employability figures (Figure 7.1-6), student persistence rates (Figure 7.1-1), enrollment trends (Figure 7.3-3), and satisfaction data from students, employers, and four-year colleges and universities (Figures 7.2-1 through 7.2-8). The Learning Team is continually monitoring results for these measures and identifying courses and programs where improvements may be needed. The Learning Team also helps faculty and students understand how to use assessment information to develop and improve faculty teaching and student learning and development.

Each academic program, process, and course is evaluated on a continuous basis for overall effectiveness, based on assessments in a number of areas, including student performance, curriculum, teaching/classroom experience, and student satisfaction. At the individual course level, three specific checkpoints are used to ensure that courses are meeting key design and delivery requirements.

Checkpoint 1: At the beginning of each offering, students are required to write a statement of expectations (Student Goals) and to complete a 20 minute pre-test. This helps both the instructor and the student identify any serious gaps in expectations and competencies. This may lead to mutual decisions to drop the course and move to a higher level course or, on the other hand, to drop the course and perhaps take a more basic or remedial course first.

Checkpoint 2: At least once during the term, a midterm test is required to determine progress in meeting requirements. There is one question on the midterm that asks, "How are you doing compared to your expectations?" Another question asks, "How can the course/program be improved?" These are used by the instructor to make real-time adjustments and/or provide special coaching.

Checkpoint 3: A post-test is required at the conclusion of the delivery. Also, the issue of meeting expectations and opportunities for improvement are addressed.

At the conclusion of each offering, test results are reviewed by the instructor and entered in WILEE. This information is then available as input to any new or modified programs.

6.1b(2) Coyote's key programs and offerings fall into three areas as described in the Organization Overview: (1) General Education, University Transfer Education, and Developmental Education; (2) Workforce Development, Certificate Programs, and Continuing Education; and (3) Community Education and Outreach.

In addition to the student performance measures identified in Area 6.1b(1), Coyote monitors results from several types of competency exams. Coyote's second year students are required to take the New Mexico State Competency Examination (NMSCE) that measures basic capabilities in reading, writing, and math. All second year students in community colleges and four-year colleges and universities are required to take this examination, and through the SBCC, Coyote receives valuable comparative data for this examination (Figure 7.1-9). Coyote administers its own exams to both incoming and graduating students to assess math and English skills (Figure 7.1-8). Most of the Occupational and Associate of Science programs also have developed their own exams to assess students' competence for targeted occupations (Figure 7.1-10). The success rates of ESL and remedial math and English courses are also monitored relative to success in passing entrance exams (Figure 7.1-11).

6.1b(3) Many of the measures identified in Area 6.1b(1) and (2) are included on the LEARNing Board. This means that at the highest level of aggregation, they are tracked continuously by the Leadership Team. The Learning Team also monitors

performance in these measures at a high level to track performance across the college. Variability in outcomes, satisfaction, or persistence within a course may also be examined by the Division Curriculum Teams to determine root causes.

Student outcomes are continuously monitored by faculty members to detect possible problems or factors that would lessen the likelihood of achieving desired outcomes, to determine root causes, and to make adjustments as necessary. Faculty members are expected to make midcourse corrections based on feedback from performance in these areas. For some courses, the Learning Team is working with faculty to conduct 6-, 12-, and 16-week course and teaching evaluations. Then the results from these surveys are used to make midcourse corrections. Corrections also may include referring students to tutoring programs, linking students with peer assistance, suggesting academic advising sessions, and recommending counseling, health, or other appropriate services.

Through the implementation of LEARN, the Learning Team has provided guidance towards making faculty assessments of student performance involving observations of the learning process as well as of the learning outcomes. Information obtained through these assessments is used by faculty members to generate feedback to students, usually in the form of spoken comments and suggestions. Whatever the form, assessment and feedback are intended to serve the goals of teaching and learning to facilitate student learning and talent development and to make the learning process itself more rewarding. Once feedback has been provided, the student typically is asked to perform once again, and the assessment process continues. Assessment and feedback are thereby an ongoing, iterative process that is integral to the learning process rather than a one-time activity carried out only at the end of a course.

Since WILEE provides near real-time performance, the faculty and staff access WILEE on a regular, almost daily, basis to ascertain progress in areas of responsibility. WILEE has built-in flags to indicate statistical deviation from expected results. Users can quickly ascertain whether performance will meet/exceed goals or whether action needs to be taken early to improve performance. This regular review mechanism by faculty, staff, and students is a major causal factor in the formation of problem-solving teams. Teams inherently use WILEE data and information to gain an understanding of the factors contributing to process performance. In a more global sense, review by faculty, staff, and students of the WILEE data and information provides them with a complete picture and understanding of college operations.

6.1b(4) Through a variety of seminars, lunches, reviews, and informal discussions, Coyote faculty regularly receive information from their peers concerning methods, courses, and curricula. The Learning Team has helped to promote much of this interaction by sponsoring these seminars for faculty to talk to one another and learn. An example is the CRC Research Seminar. Held in the middle of each semester, this seminar consists of a description and in-progress findings from several of the current research or investigation efforts. Time is spent brainstorming on where the results could be applied throughout Coyote. The Learning Team also sponsors a variety of Brown Bag Lunches at all three campuses, open to faculty and students, which are designed to encourage discussions among peers.

Information and action items from annual Curriculum Advisory Team meetings are used extensively by division heads, administration, and individual faculty members to improve educational programs. Annual surveys and focus groups to obtain feedback on curricular offerings and future curricular needs are also conducted with local businesses and industries which employ Coyote graduates.

When new technologies are identified with potential application to Coyote, a multifunctional team is formed. The team explores the pros and cons of the potential application and conducts technology forums with faculty, staff, and students to gather inputs. If the potential application could have an effect on other stakeholders, they are also included in the forums.

6.1b(5) Whenever improvements have been accomplished, the changes are posted on the Intranet in a special page called "What's New!" This page disseminates the changes, their potential impact, and the effect they may have on users. Data indicate that this page is widely and regularly accessed by faculty, staff, and students. Typically, 850 hits a day are occurring.

6.2. Education Support Processes

6.2a(1) The Entry Team, Exit Team, and Business Support Services Team have primary responsibility for monitoring educational and service support processes. Principal requirements and key measures for the key support processes are shown in Figure 6.2-1. These teams are required to identify both in-process and end-of-process measures for their key processes. The in-process measures are leading indicators of effectiveness and efficiency.

6.2a(2) Requirements for key support processes are defined largely by student and stakeholder needs, as described in Item 3.1, and are linked to Coyote's strategic objectives, mission, and vision. Faculty and staff on the teams and subteams associated with these processes work together to analyze student and stakeholder information, along with feedback information obtained through surveys and focus groups with current users of the processes. The high-level Process Teams may also help identify specific requirements for these processes.

The Process Teams and subteams associated with these processes develop effective operational requirements based on the needs and requirements defined by key stakeholders, including faculty, staff, and students.

6.2a(3) Beginning in 1996, Coyote began to take a more systematic approach to support process design, management, and improvement. The approach began with the training of the Leadership Team on process mapping techniques. The training

was then extended to other members of the faculty and staff. In 1997, a college-wide support process improvement initiative was launched. This enhancement requires that all support processes be mapped, improved, and benchmarked. To maintain or improve Coyote's low tuition rate, the college must reduce costs without sacrificing satisfaction or effectiveness. Results have included improvements in cost, cycle time, and customer satisfaction in most support processes.

Outsourcing the bookstore function in 1998 and the intercampus transportation process, Buses Enabling Education Programs (BEEP), allowed the Process Teams to use a process similar to that shown in Figure 6.1-1 to redesign these support processes.

6.2a(4) Every support process has an associated subteam that is linked to a specific Process Team. These teams continually monitor process performance and compare results to standards. If there are significant deviations—and if the cause is known and the resources are available—the process owners are empowered to make adjustments. In the event that causes are not known and/or it is a chronic problem, problem-solving teams are established to determine the root causes. The wealth of data and information within WILEE is used by Process Teams and subteams to understand how well processes are working. Typically, results and comparative data are used first by the teams to understand the performance levels of their processes. After gaps are determined, the teams review the in-process measures to determine the root causes of current performance and areas for focusing improvement alternatives. Using the data manipulation features within ACME, teams conduct "what if" analyses to establish causal relationships within and among processes. Management of the support

Key Support Processes	Principal Requirements	Key Measures
Facilities	Cleanliness Well-Maintained	Faculty/Staff/Student/Visitor Feedback, Preventive Maintenance Records
Food Service	Variety, Availability, Healthfulness, Desirability, Cost	Faculty/Staff/Student Satisfaction/Dissatisfaction, Usage Rates, Average Cost per Meal
Bookstore	Availability, User-Friendly, Low Cost, Convenient Hours	Faculty/Staff/Student Satisfaction/Dissatisfaction, % Books Available on Time, Average Book Cost by Course
Grounds Care	Well-Maintained, Attractive	Faculty/Staff/Student Satisfaction/Dissatisfaction
Transportation	Available Parking, Safety and Convenience of Buses Enabling Education Programs (BEEP)	On Time, Faculty/Staff/Student Satisfaction/Dissatisfaction, Usage Rates
Information Systems	High Availability, High Reliability, Secure, User-Friendly	% Up Time, % Errors, Response Time From Help Desk, User Satisfaction
Technology Support	High Availability of Systems, User-Friendly, Breadth of Offerings	% Up Time (Interactive TV System, Internet), Response Time From Help Desk, User Satisfaction of Faculty/Students, % of Courses Offered Via Telecourse, Teleclass, and Internet
Library	Accessible, User-Friendly, Acquisition Time	Cycle Time, Customer Feedback, Usage, Hours Open
Tutoring/Counseling	Accessible, Responsive	Usage Rates, Customer Satisfaction
Enrollment	Responsive, Effective Recruiting	Cycle Time Inquiry to Response, % Recruiting Responses, % Recruit to Enrollment (Within 3 Months), Reasons for Not Enrolling, Transcript Analysis Cycle Time
Student Placement	Successful Employment, Successful Transfer	% Graduates Placed, % Credits Lost in Transfers
Business Management	Accounting Accuracy and Timeliness; Budget Accuracy and Timeliness; Purchasing Accuracy, Timeliness, and Value	% Errors/Cycle, Cycle Time, Price and Value
Security	Personal and Property Security	Incident Rate, Value of Stolen/Damaged Property, Response Time
Financial Aid	Ease of Applying	Cycle Time for Approval, % Approved, Default Rate on Student Loans

Figure 6.2-1 Key Education Support Processes

organization is data driven. In team meetings and reviews, data provide the means to decide what needs to be done and how resources should be assigned.

An analysis of costs associated with support processes conducted in 1997 yielded recommendations for partnering with organizations to provide certain important services outside Coyote's areas of core competency. Based on these recommendations, Coyote outsourced two support processes, the bookstore in 1998 and the intercampus transportation program (BEEP) in 1999, as mentioned in Area 6.2a(3). This change provided an opportunity to create a model for partnering that includes the definition of parameters for access to WILEE data and inclusion of partners in internal processes to ensure integration. Clearly, Radcliff and Samson, operator of the bookstore, and the City-Wide Transport Authority, operator of BEEP, would require access to timely data to effectively manage these support processes. However, the regulatory environment within which Coyote operates also delineates guidelines for protecting confidential data, including confidential student records. The DMT worked with the partners and process owners of the related key processes to define data access requirements while ensuring protection of other records. In addition, to ensure the integration of these processes into the overall Coyote system, representatives from these two partner organizations have been added to the Business Support Services Team, allowing these valued partners input into the strategic planning process, as well as a role in the overall management of the college's processes on a day-to-day basis. Recognizing that integration with the partners' systems is also critical, plans are in place for members of the Business Support Services Team to participate in the strategic planning processes of both organizations next year.

6.2a(5) Benchmarking of support services focuses on learning what organizations both inside and outside of the educational arena are doing to achieve best-in-class performance levels. Gap analyses are performed as a means of determining priorities and emphasis for improvement activities. The methodologies of outstanding practices of selected organizations are studied in the development of alternative improvement solutions. For instance, benchmarking of the security methodology used by CarSafe International, Inc., yielded improvement ideas that resulted in a 20 percent reduction in parking lot thefts and a 19 percent reduction in security costs.

As with the educational processes, WILEE summarizes feedback data from faculty, staff, and students on support process performance. These data are analyzed by the Learning Team and Business Support Services Team to determine if systemic problems exist, or if there are potential localized opportunities for improvement.

The annual state award assessment feedback is also used by support process subteams to aid in identifying opportunities for improvement. In addition, the Leadership Team conducts an annual "Lessons Learned" symposium where improvement activities from across Coyote's education support processes are showcased. This is attended by process owners, team members, partners, and invited faculty, staff, and students and is a formal method of learning, sharing, and recognizing exceptional performance.

6.3 Partnering Processes

6.3a(1) Approximately 27 percent of Coyote credit students enroll directly out of high school. The majority of those students (78%) are graduates of the ten public high schools in the two county service area. Graduates of private high schools (12%), home schooled students (1%), and out-of-area graduates (9%) make up the remaining members of this entering group. Of the 65 percent of entering students who have been out of high school for four or more years, only 43 percent graduated from area high schools. These students bring workplace and life experience to the educational setting, along with past school experience.

Area employers are also feeder organizations for Coyote credit programs through career development initiatives and educational expense reimbursement programs. Other partners are community organizations such as the Bureau of Immigration Services, Bureau of Indian Affairs, Displaced Homemakers Program, the Bureau of Employment Security, and Senior Citizens of Albuquerque. The Entry Team and the Business and Community Services Team have shared responsibility for developing relationships with the partners that are influential in guiding students towards Coyote.

Since nearly half of Coyote's entering students are either recent or one-time graduates of area high schools, Coyote uses both formal and informal approaches for maintaining relationships with area public and private high schools. Coyote sets up formal relationships with these schools through articulation agreements. The articulation agreements were first put in place in 1995 and are reviewed annually. These agreements delineate requirements for student success directly aligned with LEARNing Board measures. This partnering process and the improvement efforts initiated as a result of the process are, in part, responsible for the recent decline in the need for math and English remediation among entering high school graduates. In addition, this articulation process is the basis for a true partnership and provides an opportunity for the high schools to communicate requirements and their need for assistance from Coyote. For the most part, these requirements are for advanced courses the college teaches on site at the high schools, offered as dual enrollment courses (a form of credit in escrow).

In addition to the formal articulation agreement process, the college has several informal approaches. The Coyote/High School Joint Council, which includes members representing every public and private high school, has 23 members with 15 from the feeder schools and 8 from Coyote. This council meets quarterly for a full day. The location for meetings rotates between feeder school campuses and the Coyote

campuses. Normally, a brief presentation and tour of the host campus are provided to show the direction of the host school's programs and the physical environment. The agenda includes a review of selected data from the LEARNing Board and an analysis of how the measures may be linked or influenced by incoming students. After discussions, action items are generated at the close of the meeting. Action items have resulted in curriculum revisions at both Coyote and the feeder schools. An action item to increase communications and understanding resulted in a teacher exchange program. Twice a year, teachers at Coyote and the feeder schools exchange roles for a day. Since 1998 there have been 103 exchanges. This provides Coyote the opportunity to preview future students and also gives the high school teachers a chance to experience the college environment. As a secondary benefit from this experience, 15 of the high school exchange teachers have accepted part-time evening teaching assignments at the college. This strengthens the relationships between Coyote and the feeder schools.

Area employers are also feeder organizations to Coyote for their full-time and part-time employees. Employers with supporting programs are included in the database in WILEE. Approximately 25 percent of these employers also have representation on various Curriculum Advisory Teams discussed in Item 6.1. Employer participation on these teams provides input to the college curricula, and it also provides input back to employers and team members as to college requirements of the students. All Curriculum Advisory Team members meet formally at least twice per year and are on call and communicate informally on a regular basis. In addition, Coyote has an annual appreciation breakfast for Curriculum Advisory Team members and employers. The appreciation breakfast last October was attended by 550 people.

One example of an approach to ensure the success of entering non-traditional students was instituted at the suggestion of several Curriculum Advisory Teams. Beginning in 1995, Coyote began offering "Re-Entry for Success" workshops at area employer sites prior to the start of each semester. In 1996, again as a result of Curriculum Advisory Team efforts, the workshop was offered via telecourse both through area cable networks and checkout videocassette. This year, one of the Curriculum Advisory Teams worked with Coyote to develop a workshop on-line. Students who complete a "Re-Entry for Success" workshop by the end of their first semester have higher overall GPAs.

Employer partners provide direct funding through grants, consigned equipment, supplies, and technology. This funding is of particular importance in the high technology world where state-of-the-art resources are required for state-of-the-art education. At the present time, employer partners have consigned $2,500,000 of equipment and software to equip the laboratories. This is mainly in support of the Computer Science Program, Hotel and Restaurant Management Program, CAD/CAM, and HVAC. In addition, employer partners have allocated $1,250,000 in cash grants and $725,000 in "in-kind" services for the year 2000. For example, Southwest Systems Solutions has made a commitment to keep Coyote on the cutting edge of technology with contributions in the form of cash, expert consulting, software development, and software and hardware donations. This assistance is enabling the college to become a role model in the education community for information management and technology integration.

There are three members of the Business and Community Services Team who meet formally at least quarterly with the following organizations: Bureau of Immigration Services, Bureau of Indian Affairs, Displaced Homemakers Program, Bureau of Employment Security, and Senior Citizens of Albuquerque. The meetings rotate between Coyote campuses and the organizations' locations. In reality, informal communication is almost on a daily basis. These meetings help Coyote to learn more about special needs of the community and to break down barriers to serving these needs.

6.3a(2) There are basically four directions that students take after completing programs at Coyote. One group of students uses the community college as a bridge to a four-year college or university. The second group aspires for a two-year degree and then enters the workforce for the first time or moves up as a result of the degree. The third group is involved in workforce development and normally stays within the current occupation but has a higher level of skill. The fourth group, Community Education and Outreach, is focused on continuous learning and quality of life improvements.

The Exit Team is responsible for career planning and placement. Coyote has articulation agreements with all New Mexico, Arizona, Texas, and Colorado colleges and universities. In addition, there are 27 other agreements with various out-of-state institutions. Coyote graduates now are attending 71 different colleges in 13 states. Over 55 percent of the Coyote graduates that plan to attend four-year colleges and universities enroll in New Mexico institutions. At least once a year, members of the Exit Team visit each college or university where there is an agreement to review the status of the agreement and success of the transfer students. They also seek input on any changes in direction that the institutions may be taking and how Coyote may adapt. Coyote has representatives from all New Mexico colleges and universities serving on various advisory boards. In addition, there are 12 members of advisory boards from universities outside of New Mexico. This strengthens the relationships with other institutions to ensure successful transitions.

Area employers act as both suppliers of Coyote students [6.3a(1)] and recipients of Coyote graduates. A variety of approaches are used to develop and maintain relationships with employer partners. One example is a partnership developed with Telecom Unlimited (TU), a local manufacturer of telecommunications equipment. When TU first considered relocating its manufacturing facility to the Albuquerque area, Coyote worked in partnership with the Economic Development

Council to ensure that TU's needs for an adequately trained workforce would be met fully. Coyote developed a new certificate program in high reliability soldering to meet the telecommunications industry standards, designed and implemented training classes to support TU's ISO 9001 registration efforts, worked with the human resource staff at the company to develop a battery of pre-employment tests to assist in the hiring and design of initial training programs, and created a telecommunications specialization for the AS degree program in computer science. Coyote currently works closely with TU's human resource staff on its Human Resource Planning Process with inputs from employee career development plans as well as the company's internal training needs analysis. Coyote uses this information to plan the evening and morning classes held on-site three days per week. Also, TU is installing interactive video equipment, which will be tied into the college's system via T1 data cables and will allow TU employees to participate in classes and training programs offered over the system. This close working relationship ensures that Coyote graduates will be prepared to contribute to the success of TU and that current employees will have the skills for TU's continued success in the future. This effective partnership approach is being replicated at two other area employers. Coyote manages employer partnering processes primarily through LEARNing Board measures in the Student/Participant View quadrant.

6.3a(3) Coyote is applying to critical partnering processes the comprehensive, data-driven process management techniques first developed for the evaluation and improvement of key delivery (and later support) processes. This approach is in an early stage of development. There are in-process measures in place for both efficiency and effectiveness of the partnering processes with feeder schools, four-year colleges and universities, and employers. The Entry, Business and Community Services, and Exit Teams currently are working to integrate data sets to ensure that the in-process measures adequately predict the critical LEARNing Board outcome measures and the outcome measures established by the partners. The teams anticipate that this process will be 80 percent complete by the end of the current semester. Once in place, the teams will review all in-process measures with partners on a monthly basis to identify any required actions to ensure success for both Coyote and its partners.

7 Organizational Performance Results

7.1 Student Performance Results

As discussed in Item 6.1, Coyote uses a variety of high-level measures to demonstrate overall student performance. Since the adoption of LEARN and related processes, Coyote has organized its team structure to drive learning processes that are the same regardless of where learning takes place. Whether learning takes place on one of Coyote's three campuses, off-site as contract training or a telecourse, or on-line, the processes that drive learning are all the same. Although the Leadership Team and Learning Team, in particular, are able to track results segmented by learning place, especially when opportunities for improvement are identified, those results are too extensive to present here. Therefore, the results presented in Category 7 are only segmented by issues critical to Coyote's current strategic action plans.

Results for Student Persistence (Figure 7.1-1) show the percentage of First Time in College (FTIC) students retained from fall to spring or from spring to the following fall. These results are segmented by full-time and part-time students, and by the three focus groups that have been incorporated into strategic planning.

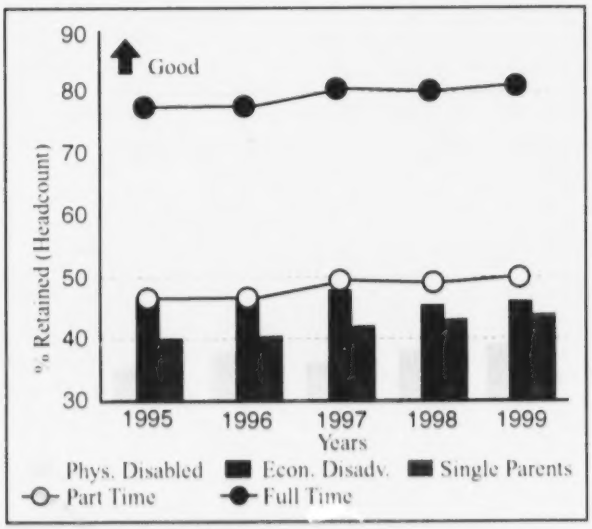

Figure 7.1-1 Student Persistence

Coyote's results for the percentage of students who complete Occupational Degree and Certificate programs (Figure 7.1-2) are the benchmark for community colleges in New Mexico.

Many of Coyote's programs offer some type of licensure or certification exam. Pass rates for each of these exams has been tracked independently since 1992, and are aggregated by exam type. Figure 7.1-3 segments the results for nursing, since this is one of the college's larger exams. Results for Passing Rates on Licensure and Certification Exams (Figure 7.1-3) are shown as a percent improvement since the number of students taking each exam, the difficulty of the exam, and the pass rates all can vary significantly between exams.

Another indicator Coyote uses to monitor student performance on an ongoing basis is Course Completion Rates (Figure 7.1-4). These rates represent the percentage of students that complete credit courses with a "C" or better, measured at the end of each fall, spring, and summer semester.

Coyote's ability to provide quality transfer courses and programs is critical to ensure student success at four-year colleges

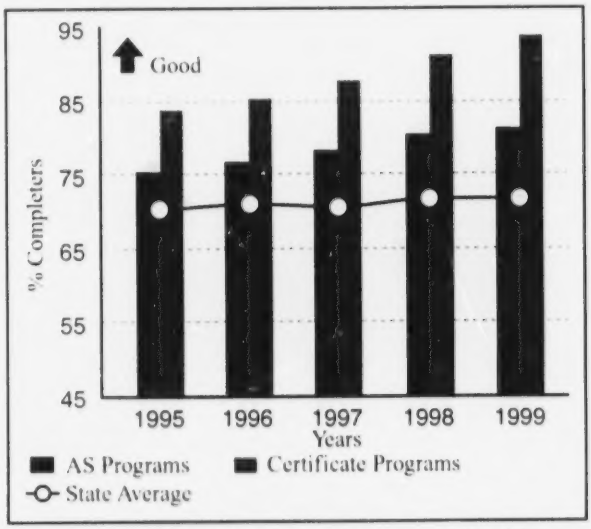

Figure 7.1-2 Students Who Complete Occupational Degree and Certificate Programs

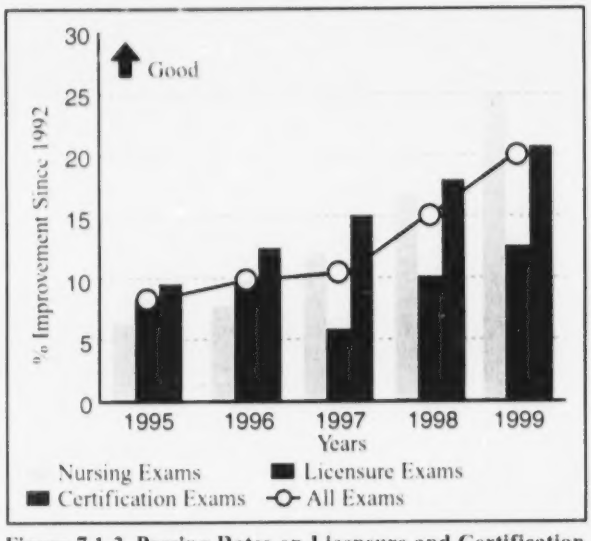

Figure 7.1-3 Passing Rates on Licensure and Certification Exams

and universities. Coyote has an arrangement with all four-year state institutions in New Mexico through which the college can track Student Success at Transfer Institutions (Figure 7.1-5). Coyote obtains the university graduation GPA of Coyote's transfer students compared to the graduation GPA of students who entered the university as freshmen. The SBCC provides Coyote with the state average for this measure to use as a comparison. Coyote's results are well above the state average.

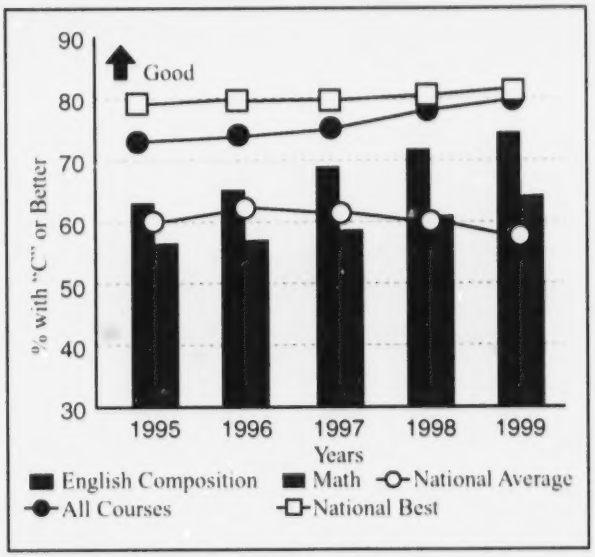

Figure 7.1-4 Course Completion Rates

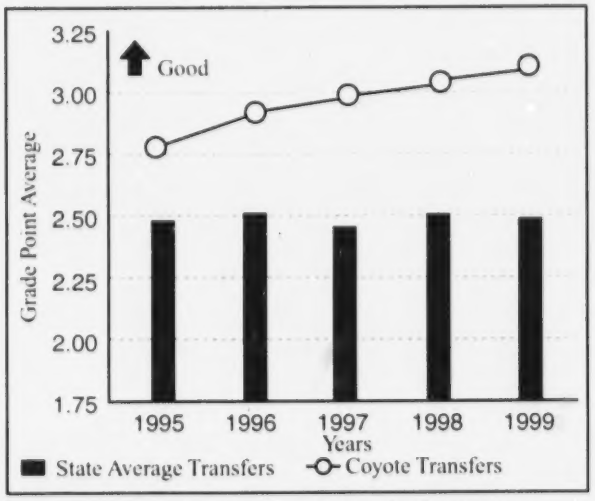

Figure 7.1-5 Student Success at Transfer Institutions

As a measure of both overall student performance and workforce development, Coyote tracks the Graduate Placement Rate and the Graduate Median Wage for graduates of certificate programs and for AS programs within targeted occupations. The Graduate Placement Rate (Figure 7.1-6) monitors the percentage of students employed in their targeted occupation within one year of completing their certificate or AS degree. The National Best represents the best comparison Coyote was able to find for a community college, which is for a community college in Arizona.

Coyote also tracks the median hourly wage of its graduates (Figure 7.1-7) and compares results to the median wage of workers in the surrounding area. This is an indication that Coyote's graduates are able both to earn more and to increase their earning potential faster than the average area worker.

Coyote administers exams for both incoming students and graduating students that can be used to assess the quality of math and English skills. A measure of the success of Coyote's program comes from the improvement for individual students between their entrance and exit from Coyote. The drop in improvement in math in 1997 reflects the results of a

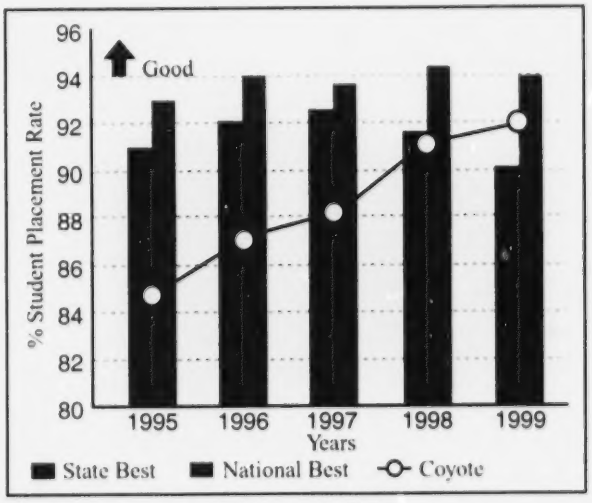

Figure 7.1-6 Graduate Placement Rates

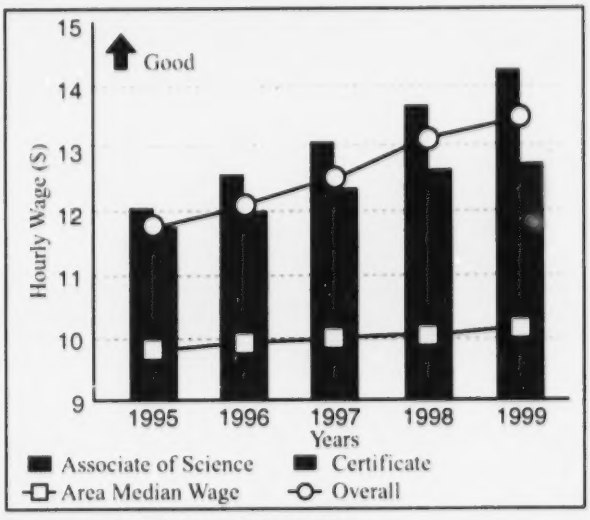

Figure 7.1-7 Graduate Hourly Wages

statewide recruiting effort for high-achieving math students in 1995. Because these students had higher than average beginning math skills, there was less room for improvement prior to their 1997 graduation (Figure 7.1-8).

As a state community college, Coyote is required to have all of its second year students in AA and AS programs take the New Mexico State Competency Examination (NMSCE).

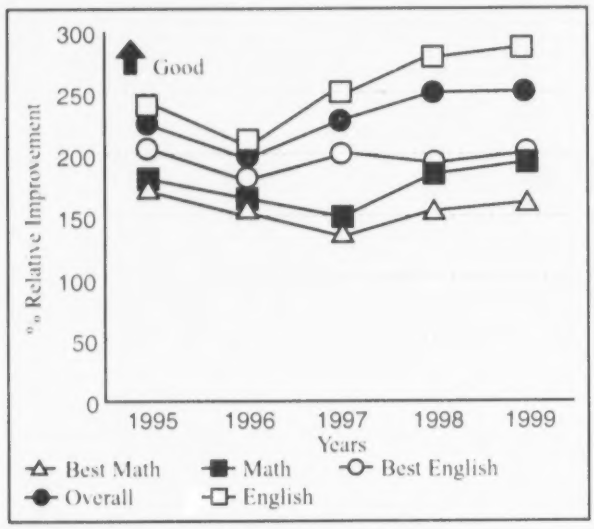

Figure 7.1-8 Basic Skills Improvement

This examination tests basic competencies in reading, writing, and mathematics. Coyote's pass rates for the NMSCE are shown in Figure 7.1-9. Data provided by the SBCC indicate that the average NMSCE results for all New Mexico community colleges are in the low 80s for reading and writing, and in the low 70s for math. Even the average state university scores are only slightly higher than Coyote's scores.

In many of Coyote's occupational programs and AS degree programs, exams are administered to assess students' competence for entering their targeted occupation. Each of these exams has a minimum level considered as passing. Coyote measures the ratio of each student's actual score to the corresponding minimum standard to determine how well it is preparing students to excel in their chosen occupations. Students not meeting minimum standards (failing) have a ratio of less than 100%; students exceeding minimum standards (passing) have scores at or above 100% (Figure 7.1-10).

A key measure of the effectiveness of Coyote's English as a Second Language (ESL) and remedial math and English courses is the percentage of students who can pass Coyote's entrance exams after taking the preparatory program one time. Students who are repeating these programs are not included in this metric (Figure 7.1-11)

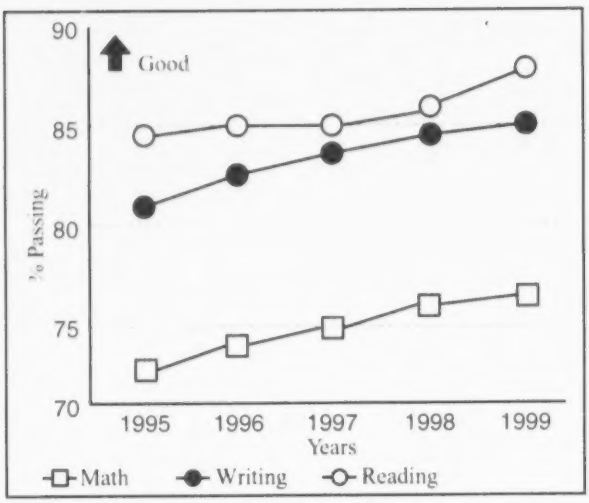

Figure 7.1-9 Coyote's NMSCE Pass Rates

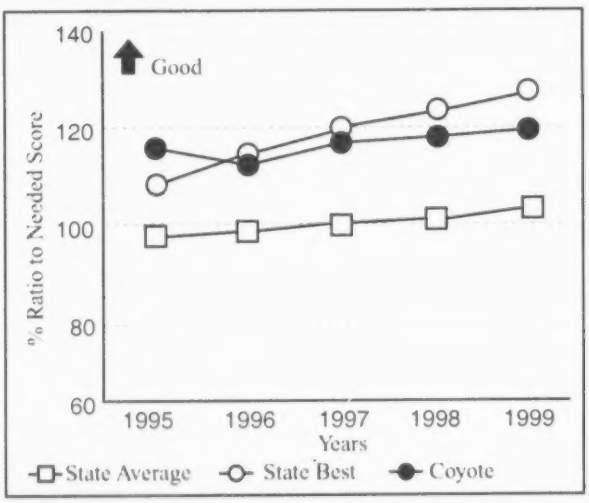

Figure 7.1-10 Attainment of Program Competencies

7.2 Student and Stakeholder Focused Results

Overall student satisfaction results are shown in Figure 7.2-1. Results show the number of students answering "satisfied" or "very satisfied" to the CSSS question regarding overall satisfaction. Since Coyote uses a standardized survey conducted by Freedman and Jenkins, comparative results are available for the other community colleges across the country using this same survey instrument. Coyote's results are above the average for other community colleges across the country, which are shown as "CC Avg." in Figure 7.2-1. Survey results also indicate that there are no significant differences in the feedback by division, ethnic origin, major area of study, or campus.

Figure 7.2-2 provides results for specific questions from the CSSS for 1998 and 1999. Results are reported again as the percentage responding "satisfied" or "very satisfied."

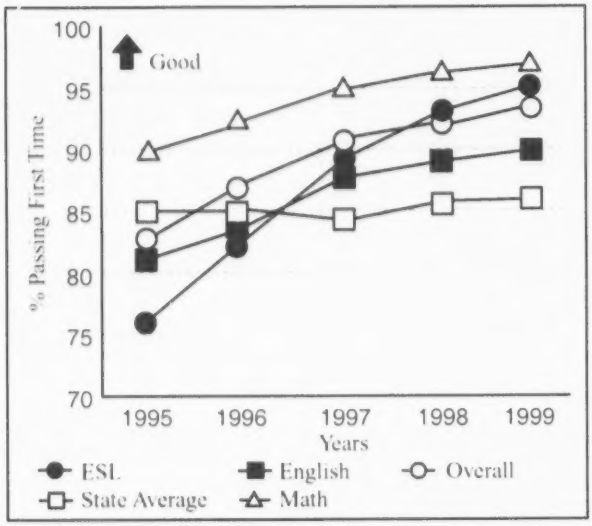

Figure 7.1-11 ESL and Remedial Courses as Preparation for College Eligibility

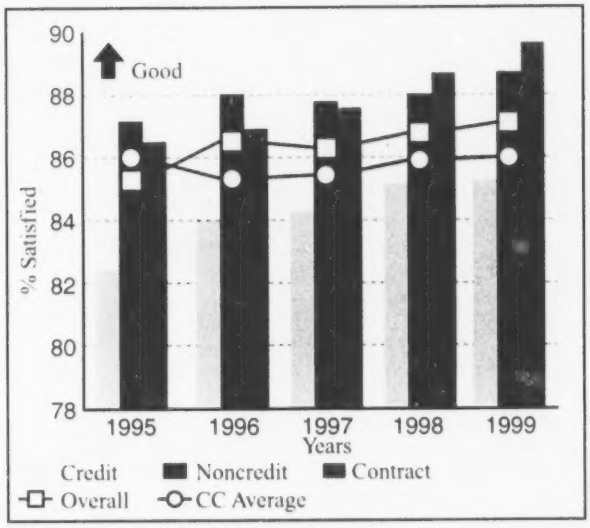

Figure 7.2-1 Overall Student Satisfaction

Satisfaction Measure	1998			1999			1999
	Degree	Nondegree	Contract	Degree	Nondegree	Contract	CC Avg.
Academic Advising and Counseling	82%	NA	NA	85%	NA	NA	81%
Acquiring Useful Skills	90%	78%	82%	96%	83%	83%	78%
Admissions	88%	80%	NA	92%	84%	NA	85%
Bookstore	78%	68%	NA	81%	72%	NA	56%
Campus Climate	81%	82%	80%	82%	84%	82%	70%
Campus Support Services	88%	82%	80%	91%	83%	82%	80%
Computer Labs	80%	86%	78%	86%	88%	81%	76%
Concern for the Individual	90%	90%	88%	91%	82%	89%	82%
Facilities	78%	77%	92%	83%	82%	91%	77%
Financial Aid	78%	79%	NA	77%	79%	NA	80%
Food Service	56%	LR	NA	67%	LR	NA	48%
Grounds	92%	93%	97%	90%	94%	95%	91%
Instructional Effectiveness	91%	92%	92%	94%	93%	94%	89%
Instructional Support Services	88%	88%	87%	89%	90%	91%	88%
Learning Environment	91%	90%	92%	93%	93%	93%	84%
Library	78%	82%	NA	83%	82%	NA	80%
Parking	44%	58%	63%	57%	58%	65%	43%
Registration Effectiveness	79%	76%	81%	78%	74%	79%	80%
Response to Diverse Populations	81%	78%	80%	80%	79%	79%	80%
Safety and Security	92%	91%	92%	93%	94%	92%	82%
Schedule Flexibility	74%	74%	79%	72%	73%	78%	78%
Service Excellence	89%	90%	94%	92%	91%	95%	82%
Student Centeredness	91%	88%	92%	92%	92%	93%	83%
Transportation (BEEP)	56%	LR	NA	65%	LR	NA	NA
Tutoring	87%	NA	NA	92%	NA	NA	88%

Figure 7.2-2 Student Satisfaction Survey Results

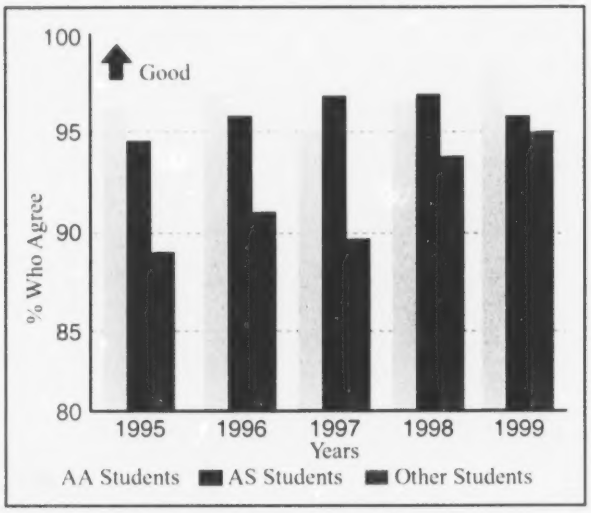

Figure 7.2-3 Student Goal Attainment Segmented by Goal Type

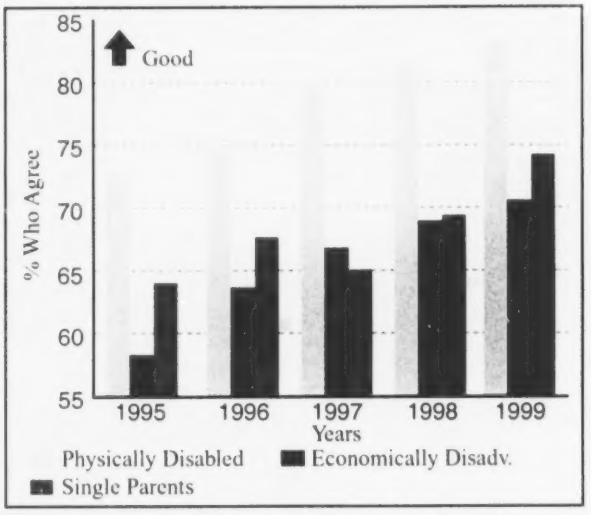

Figure 7.2-4 Student Goal Attainment Segmented by Student Type

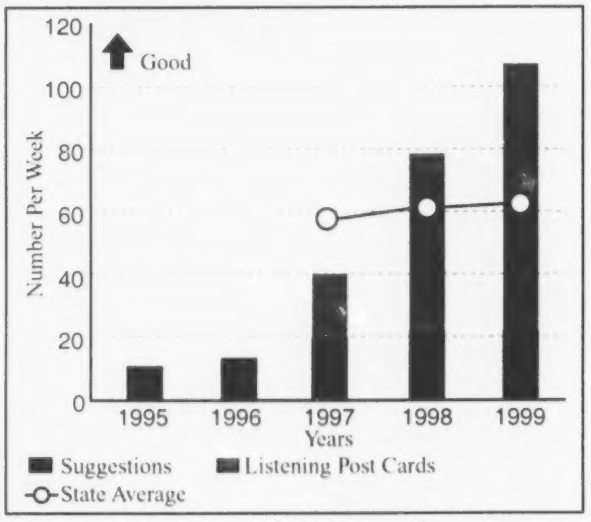

Figure 7.2-5 Rate of Receiving Ideas and Suggestions

The results are segmented by (1) degree-seeking credit students; (2) nondegree-seeking credit students; and (3) students enrolled in noncredit offerings, including contract training and workforce development classes. Since nondegree-seeking and noncredit students tend to be enrolled in fewer classes per semester, some of the questions related to services did not apply to them (NA); in other cases, the response rate on the question was too low to allow a reliable analysis (I.R). These data also are segmented in many different ways, such as by racial/ethnic group, target group, and course delivery method, to support specific types of analysis. However, due to space restrictions, these analyses are not presented here. Coyote's performance in most areas on the CSSS is better than the average for other community colleges across the country that use the same survey instrument, shown as CC Avg. in Figure 7.2-2.

As part of the CSSS, Coyote includes a question asking students to indicate whether the classes they took during that term helped them achieve or make progress toward their primary goal for enrolling. Coyote then monitors the percentage of all students who respond "agree" or "strongly agree" to this question. Results for this measure are shown in Figures 7.2-3 and 7.2-4.

Another important indicator of satisfaction is the rate of use of suggestions and other listening posts (Figure 7.2-5). Of particular note is the rate of growth of ideas and suggestions through listening posts. Information gathered through these listening posts enables those students who participate from all campuses and off campus to have an active voice in improving the learning environment.

The CSSS also asks students to rate whether their program of study is allowing them to gain the necessary knowledge and skills to find a job or improve their employment situation. The results shown in Figure 7.2-6 demonstrate the percentage of students who responded "satisfied" or "very satisfied" to this question. The results suggest that students' satisfaction with programs is a primary reason for students attending Coyote (Figure 7.2-6).

For the four-year colleges and employers of Coyote students, an important measure of satisfaction is whether Coyote is giving students the appropriate foundations and skills they need to perform in their future environments (Figure 7.2-7).

In order to measure satisfaction of the surrounding communities, Coyote tracks the percentage of citizens in the two-county area who participate in the college's community education and outreach programs (Figure 7.2-8). These results have been increasing over the past five years and are currently well above the state average for community colleges.

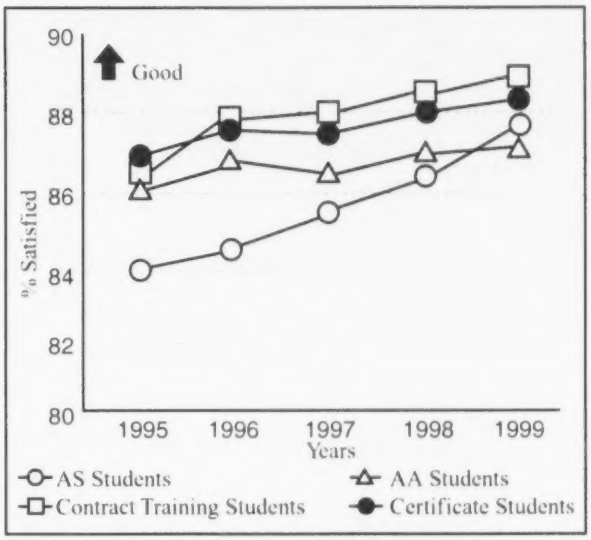

Figure 7.2-6 Student Satisfaction with Programs

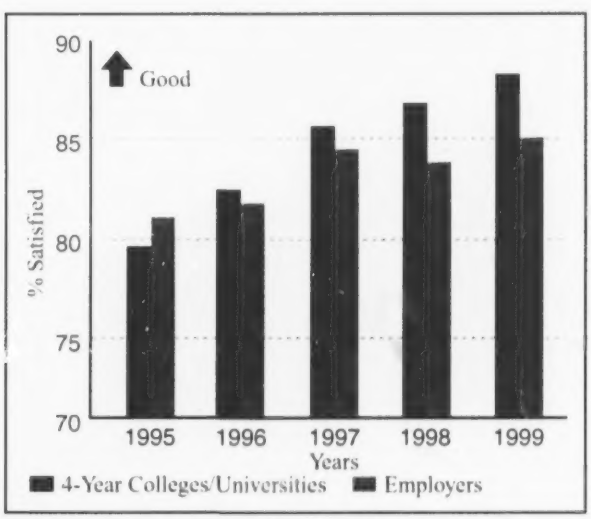

Figure 7.2-7 Satisfaction with Capabilities of Coyote Graduates

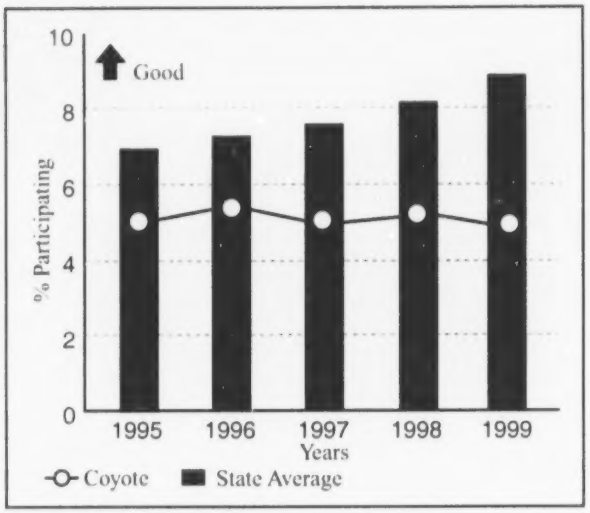

Figure 7.2-8 Percentage of Citizens Participating in Programs and Events

7.3 Budgetary and Financial Results

Coyote's Overall Revenue (Figure 7.3-1) has increased despite the fact that the reimbursement rate per FTE in New Mexico has decreased since 1995 (Figure 7.3-2). Increasing enrollment and grant funding have kept revenue totals rising. Keeping tuition low is critical to maintaining affordability, a key factor for Coyote's students. Coyote's tuition has not increased since 1996. The increase in revenue reflects Coyote's success in attracting more students. Coyote also has been very successful in attracting grant and special project funding.

Coyote continues to attract more students through effective, high-impact programs. Enrollment increases are reflected in

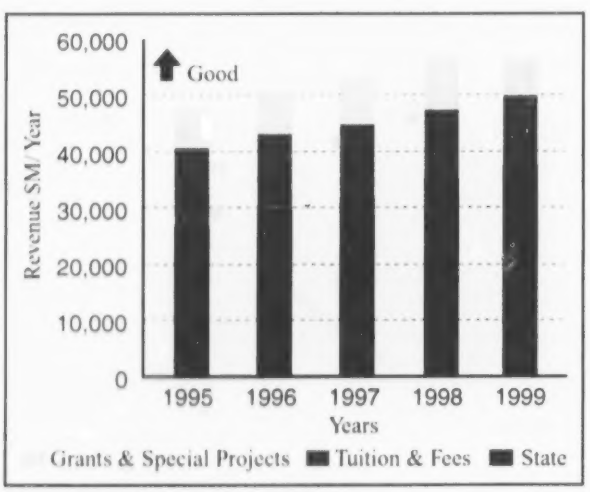

Figure 7.3-1 Overall Revenue

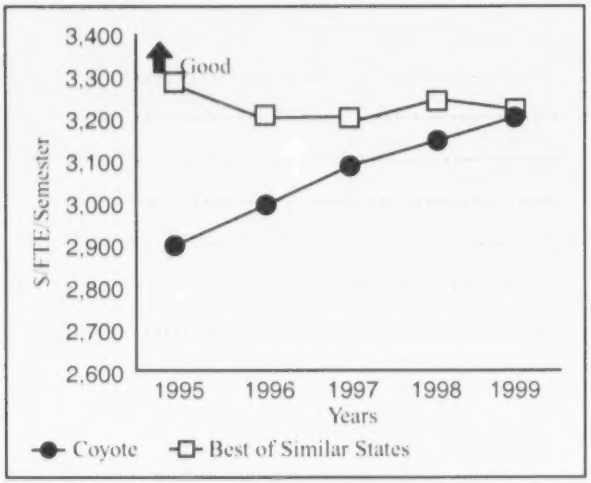

Figure 7.3-2 State Revenues (Reimbursement Rate/FTE/Semester)

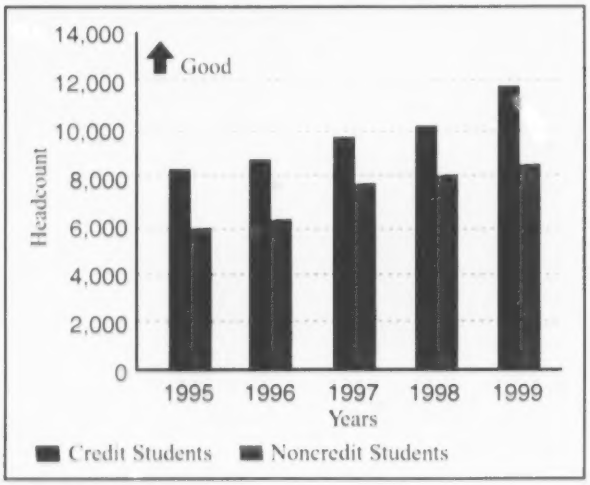

Figure 7.3-3 Coyote Enrollment

steady increases of both credit and noncredit students since 1995 (Figure 7.3-3).

As state funding per FTE decreases, alternative funding sources become increasingly important in order to maintain quality educational programs. Coyote has been the most successful community college in New Mexico at attracting grants in a variety of areas (Figure 7.3-4).

Although overall state investment in capital projects has leveled off in recent years, Coyote has been successful in increasing its share of these funds (Figure 7.3-5).

Coyote has several strategies to cut costs, including better management of resources. To increase fiscal efficiency, Coyote has focused actions on maximizing use of staff in learning, thus managing people resources more effectively (Figure 7.3-6).

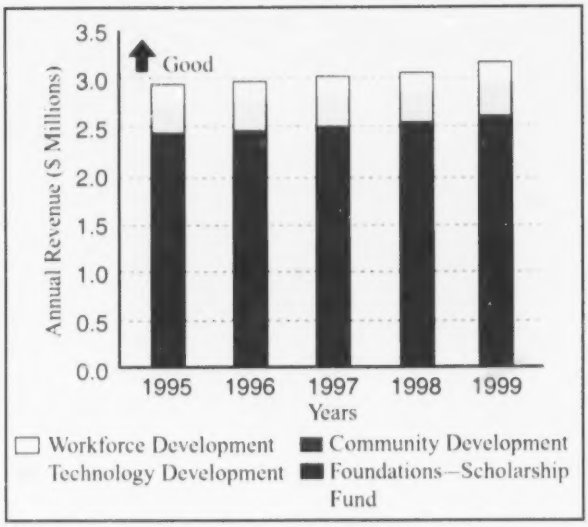

Figure 7.3-4 Grant and Foundation Funding

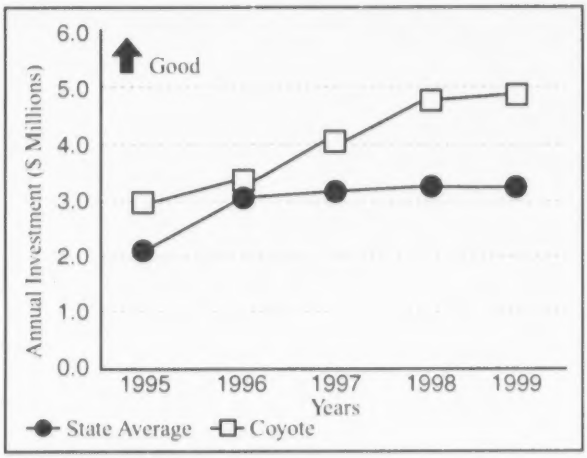

Figure 7.3-5 Capital Funding

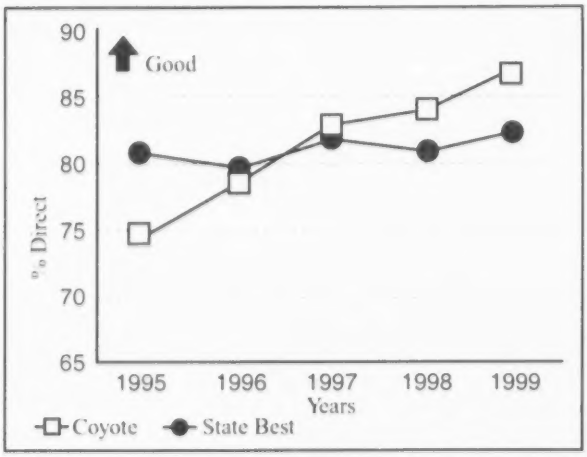

Figure 7.3-6 Direct Costs as a Percentage of Overall Costs

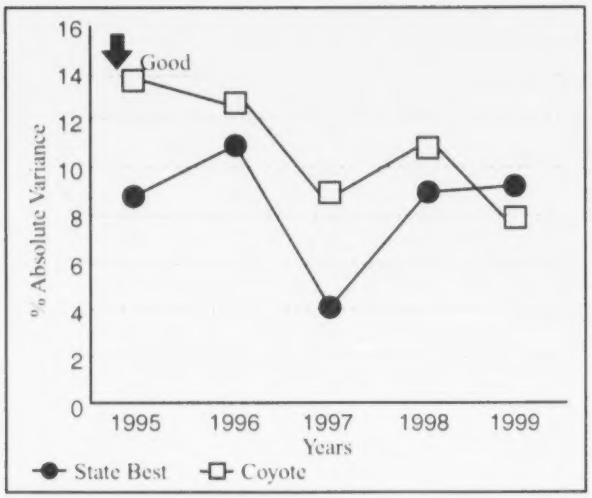

Figure 7.3-7 Budget Variance (Absolute Average Across All Divisions)

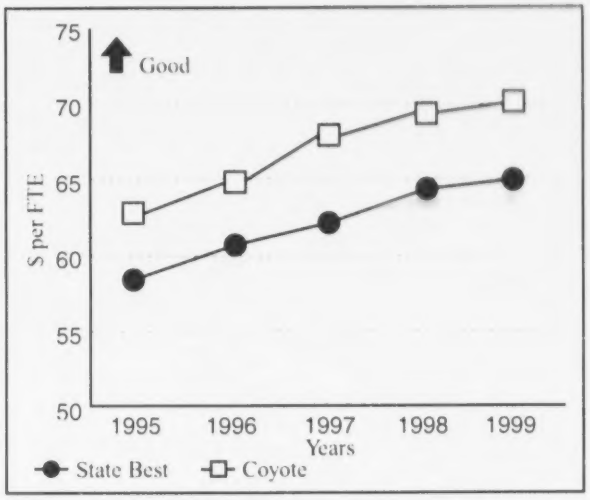

Figure 7.3-8 Technology Investment ($ per FTE)

In addition, Coyote has trained staff in budget management approaches to improve the management of fiscal resources. Improvements achieved through this approach are illustrated in Figure 7.3-7.

Finally, investment in technology resources is helping to build the infrastructure needed to deliver instructional services at an overall lower cost in the future (Figure 7.3-8).

7.4 Faculty and Staff Results

Figure 7.4-1 shows results from the Faculty/Staff Satisfaction Survey. Survey results are reported as the percent of faculty and staff responding "satisfied" or "very satisfied" with each area. Overall results demonstrate that faculty and staff are very satisfied with Coyote as a place to work and learn. Since other state community colleges use the same satisfaction survey, Coyote has comparative data representing the average for other community colleges in New Mexico. The SBCC provided the 1999 New Mexico average for community colleges that is shown in Figure 7.4-1.

To meet the changing needs of students and stakeholders, the faculty has been receiving training to build their individualized learning and mentoring skills (Figure 7.4-2).

The faculty members receive at least 30 hours of individualized learning and 20 hours of mentoring training. Prior to this year, all faculty and staff received training on use of the process improvement methodology to enhance their participation on teams. Last year, updated process improvement training was conducted as a refresher and to build skills in more sophisticated analysis tools (Figure 7.4-3). During the same

Satisfaction Measure	1996		1997		1998		1999		1999 NM Avg.	
	Fac.	Staff	Fac.	Staff	Fac.	Staff	Fac.	Staff	Fac.	Staff
Overall Satisfaction	88%	78%	86%	80%	88%	83%	87%	83%	85%	79%
Work Environment	81%	78%	83%	79%	83%	81%	85%	83%	79%	76%
Professional Development	66%	55%	68%	57%	78%	67%	82%	69%	79%	72%
Maintenance and Cleanliness	86%	86%	87%	86%	89%	88%	89%	89%	87%	88%
Food Services	75%	78%	74%	77%	75%	78%	77%	79%	75%	76%
Grounds	88%	86%	89%	88%	89%	88%	89%	89%	86%	85%
Parking	75%	68%	72%	70%	75%	71%	76%	71%	77%	72%
Transportation Between Campuses	88%	88%	88%	87%	89%	88%	88%	88%	NA	NA
Benefits	88%	78%	89%	79%	89%	83%	89%	85%	86%	80%
Safety	88%	89%	89%	89%	90%	88%	89%	90%	88%	88%
Compensation	78%	82%	82%	82%	83%	83%	85%	85%	80%	78%

Figure 7.4-1 Faculty and Staff Satisfaction

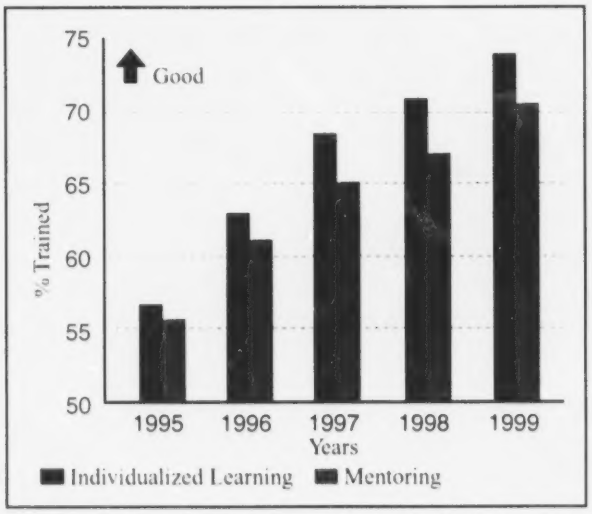

Figure 7.4-2 Faculty Training for Individualized Learning and Mentoring

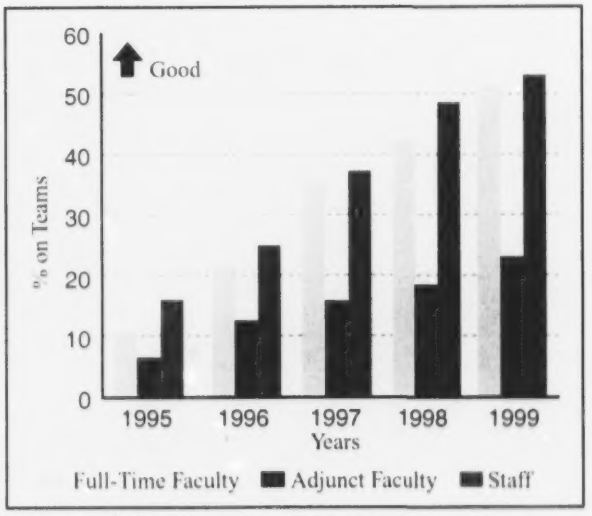

Figure 7.4-4 Faculty and Staff Participation on Teams

period, both faculty and staff received training on team dynamics, use of technology, and budget management.

The training of faculty and staff has enabled Coyote to increase their participation on Process Teams and Subteams (Figure 7.4-4).

Results for turnover (Figure 7.4-5) demonstrate that turnover of adjunct faculty has been significantly reduced in part due to new hiring practices discussed in Category 5.

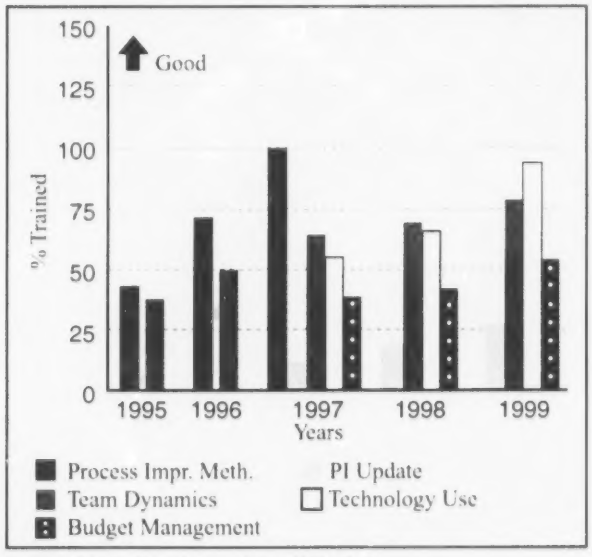

Figure 7.4-3 Faculty and Staff Training

Since ESL proficiency is a key strategy, Coyote places emphasis on increasing expertise in instructing ESL (Figure 7.4-6).

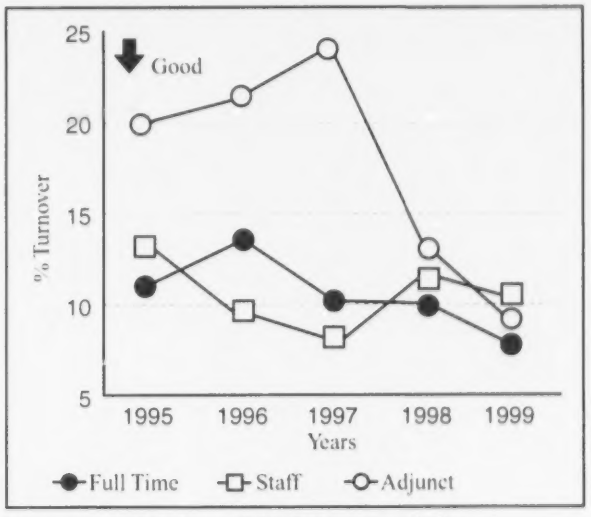

Figure 7.4-5 Faculty and Staff Turnover Ratios

One of the concerns expressed in faculty and staff surveys in the past was the amount of time spent in developing IDPs. In 1999, actions were begun to reduce this time, and a 14% reduction in development time was achieved. This year, based on current projections, the goal of reducing the time by 35 percent will be achieved.

Three years ago, Coyote began faculty sabbaticals with businesses in the area. This was done to increase faculty knowledge and understanding of industry needs and the needs of the people in those industries. In 1998, six faculty members participated in the pilot for the sabbaticals. Last year, nine faculty participated in the pilot. So far this year, seven faculty have completed sabbaticals, four more are in progress, and three more are planned before the end of the year.

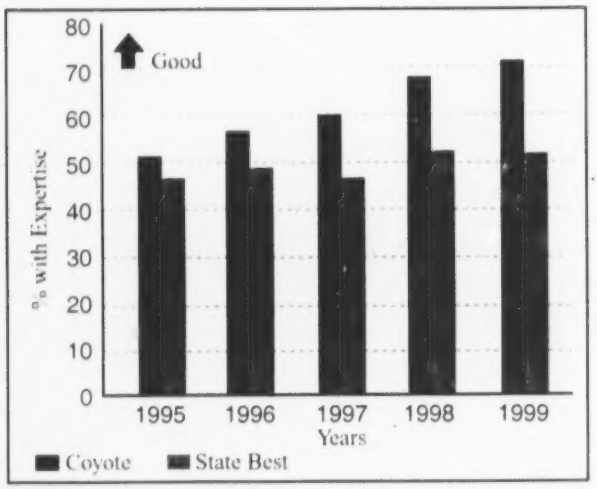

Figure 7.4-6 Faculty ESL Expertise

Data on ergonomic injuries began to be collected four years ago because of an increase in worker's compensation costs. Studies and analyses determined that the widespread use of computers was creating increased incidents of carpal tunnel syndrome. Three years ago, Coyote began a carpal tunnel awareness program, started a replacement program for furniture, and provided funds for the purchase of ergonomic devices (footrests, wrist rests, etc.). These actions have significantly reduced the incidents of carpal tunnel syndrome and have had a direct effect on reducing worker's compensation costs (Figure 7.4-7).

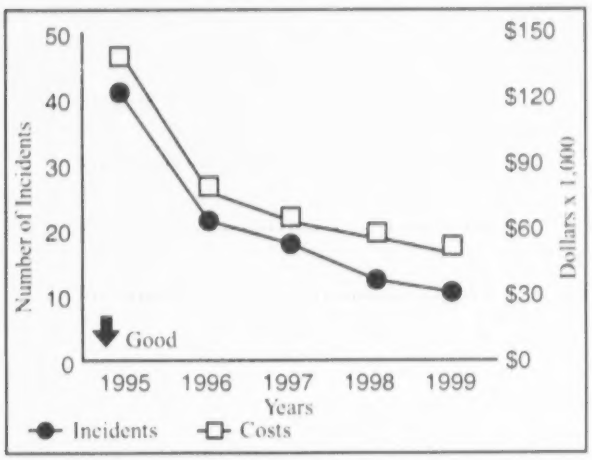

Figure 7.4-7 Carpal Tunnel Syndrome Incidents and Associated Costs

The worker's compensation costs have not been reduced as dramatically as the number of incidents, because they are impacted by the overall rising cost of health care. Timely action by the Safety Subteam was instrumental in preventing a major financial crisis that would have occurred if the number of incidents had stayed at their 1996 level.

Coyote had only one reportable accident in the past three years, and the safety inspection index has averaged 99.8 percent or better during this period. Data on absenteeism are tracked to verify that they continue to be at least 20 percent better than the Bureau of Labor statistics average for colleges and universities in the Southwest.

7.5 Organizational Effectiveness Results

One of Coyote's major objectives is to improve its ability to meet the changing needs of learners and stakeholders. To accomplish this, a recent focus has been on improving the curricula and increasing individualized learning (Figures 7.5-1 through 7.5-3).

Widespread implementation of individualized learning will provide the flexibility to meet the changing needs of learners and stakeholders. A three-pronged approach has been taken to increase learner involvement in active learning: (1) expand the use of technology to support student learning; (2) expand faculty mentoring; and (3) expand faculty and staff self-assessments (Figure 7.5-3).

Coyote is significantly better at implementing individualized technology into classes than any other college in the state. A benchmark from Media Technology Community College in Pennsylvania has provided ideas for successful technology implementation and demonstrated that high levels of implementation can be achieved successfully.

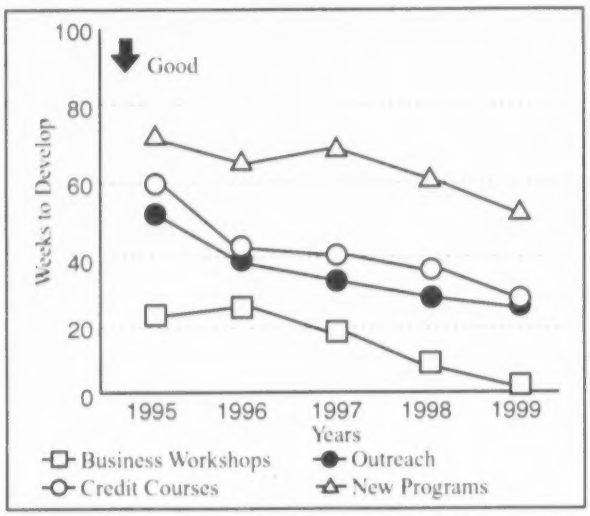

Figure 7.5-1 Cycle Time for Curriculum Development

One of Coyote's key goals is to reach potential students who would not have reasonable access to higher education otherwise. Recent strategic planning efforts have focused on three groups in particular: the physically disabled, single parents, and the economically disadvantaged. Results for the percentage of Coyote's student population composed of underserved

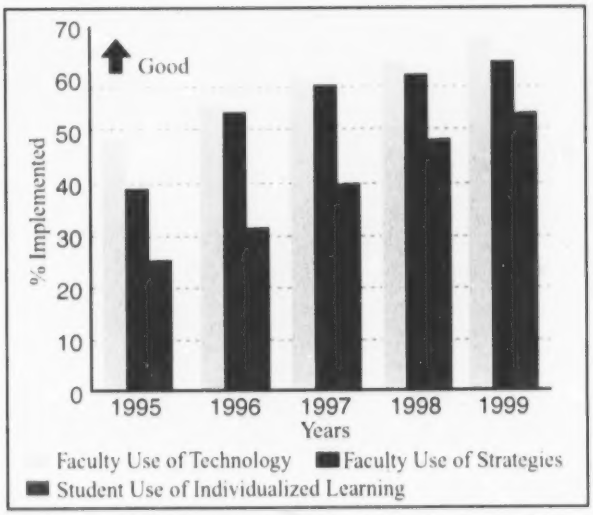

Figure 7.5-2 Implementation of Individualized Learning

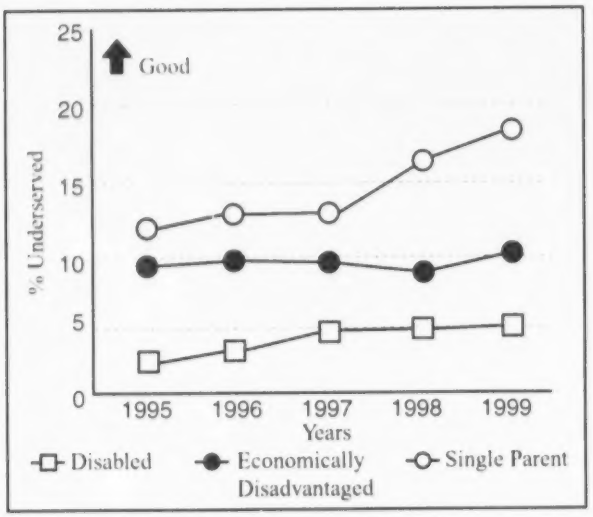

Figure 7.5-4 Access for Underserved Groups

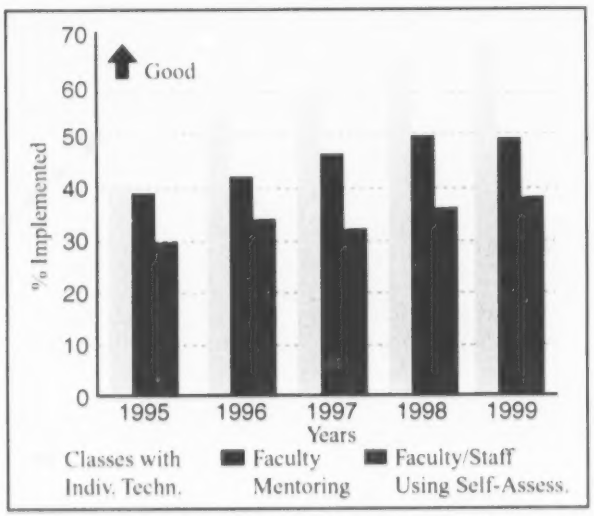

Figure 7.5-3 Implementation of Approaches to Increase Learner Involvement in Active Learning

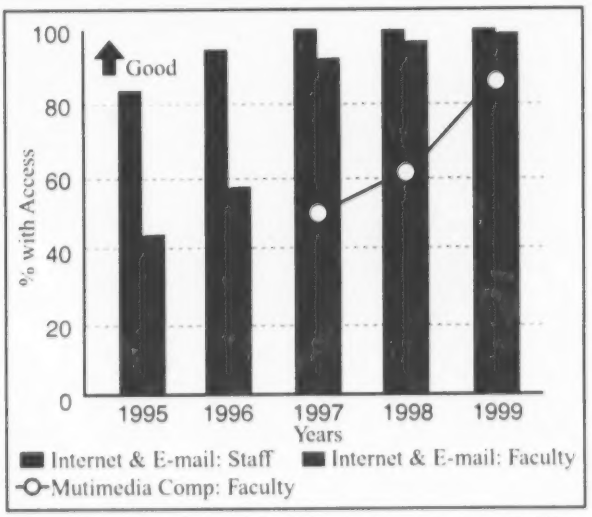

Figure 7.5-5 Faculty and Staff Technology Tool Availability

groups (Figure 7.5-4) provide a good indication of the college's ability to engage these targeted student groups.

Computer lab utilization has increased dramatically from 48 percent in 1995 to 83 percent in 1999. This increase is due to improvements in curricula that are forcing more students to use computers for classes and an increase in enrollment of the economically disadvantaged student population who do not have other access to computers.

In order to monitor its success in increasing faculty and staff productivity through technology tool availability, Coyote measures the percentage of faculty and staff members who have access to the Internet and e-mail and the percentage of faculty with access to multimedia computers (Figure 7.5-5).

In a recent survey, nearly 90 percent of faculty and staff members reported using some kind of information technology in their work, primarily to improve personal productivity. About 58 percent of faculty used information technology to enhance their normal teaching. Approximately 24 percent of faculty used it to enhance classroom instruction, to communicate with students through e-mail, to facilitate alternate teaching approaches, or to supplement course content.

With key strategic efforts focused on implementing new learning technologies, Coyote tracks the percentage of courses offered through each of the targeted technologies (Figure 7.5-6).

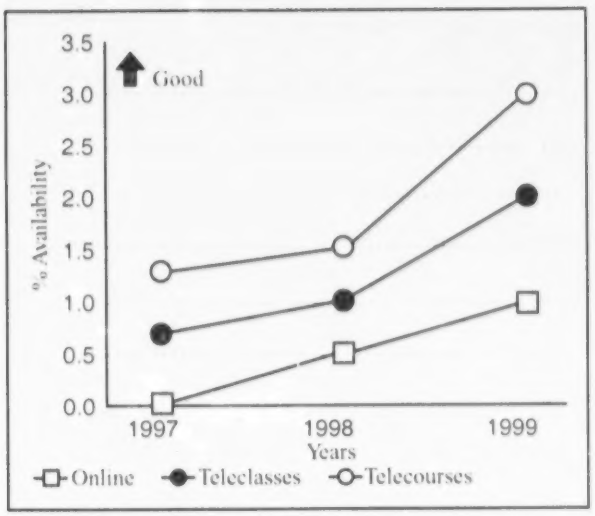

Figure 7.5-6 Technology Delivered Offerings

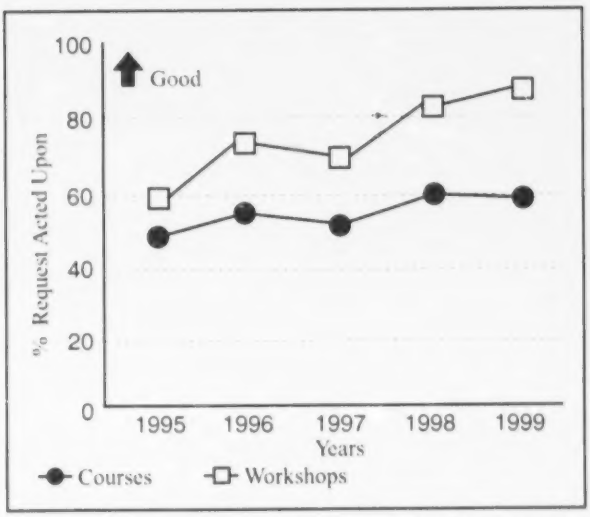

Figure 7.5-8 Responsiveness to Requests for Courses and Workshops

Along with changes in technology relative to delivery approaches, Coyote is also trying to expand the use of other alternative learning techniques. Major initiatives include increasing the number of organizations providing student internships so that more students can participate in at least one internship and increasing the number of students paired with business/industry mentors (Figure 7.5-7).

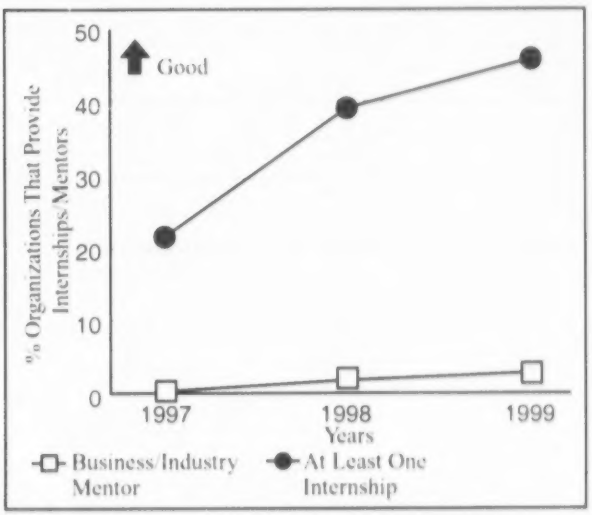

Figure 7.5-7 Expansion of Learning Opportunities

As a measure of performance in meeting the needs of community stakeholders, Coyote tracks the percentage of requests that result in a course or workshop being offered within six months of the request, measured at the end of each semester (Figure 7.5-8).

Since 1995, Coyote has had over 1,500 faculty, staff, and student participants involved in community events each year, which results in substantial support to the community.

In the area of key public responsibilities, Coyote is performing at, or better than, its 1999 target levels. This includes disposing of over 4.5 pounds of hazardous wastes per month and recycling over 65 percent of its waste. There were no complaints filed with the EEOC in 1999. A key measure of public responsibility for Coyote's BOG is the Loan Default Rate (Figure 7.5-9). At a current level of 12 percent, Coyote is better than the national average for all postsecondary institutions.

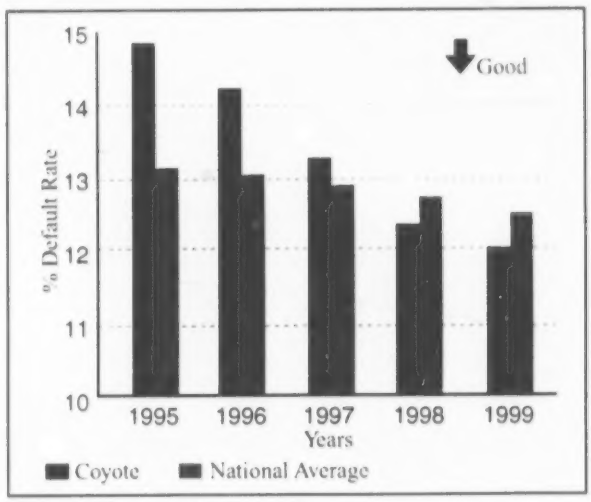

Figure 7.5-9 Loan Default Rate

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